Über dieses Buch

Dies ist ein digitales Exemplar eines Buches, das seit Generationen in den Regalen der Bibliotheken aufbewahrt wurde, bevor es von Google im Rahmen eines Projekts, mit dem die Bücher dieser Welt online verfügbar gemacht werden sollen, sorgfältig gescannt wurde.

Das Buch hat das Urheberrecht überdauert und kann nun öffentlich zugänglich gemacht werden. Ein öffentlich zugängliches Buch ist ein Buch, das niemals Urheberrechten unterlag oder bei dem die Schutzfrist des Urheberrechts abgelaufen ist. Ob ein Buch öffentlich zugänglich ist, kann von Land zu Land unterschiedlich sein. Öffentlich zugängliche Bücher sind unser Tor zur Vergangenheit und stellen ein geschichtliches, kulturelles und wissenschaftliches Vermögen dar, das häufig nur schwierig zu entdecken ist.

Gebrauchsspuren, Anmerkungen und andere Randbemerkungen, die im Originalband enthalten sind, finden sich auch in dieser Datei – eine Erinnerung an die lange Reise, die das Buch vom Verleger zu einer Bibliothek und weiter zu Ihnen hinter sich gebracht hat.

Nutzungsrichtlinien

Google ist stolz, mit Bibliotheken in partnerschaftlicher Zusammenarbeit öffentlich zugängliches Material zu digitalisieren und einer breiten Masse zugänglich zu machen. Öffentlich zugängliche Bücher gehören der Öffentlichkeit, und wir sind nur ihre Hüter. Nichtsdestotrotz ist diese Arbeit kostspielig. Um diese Ressource weiterhin zur Verfügung stellen zu können, haben wir Schritte unternommen, um den Missbrauch durch kommerzielle Parteien zu verhindern. Dazu gehören technische Einschränkungen für automatisierte Abfragen.

Wir bitten Sie um Einhaltung folgender Richtlinien:

+ *Nutzung der Dateien zu nichtkommerziellen Zwecken* Wir haben Google Buchsuche für Endanwender konzipiert und möchten, dass Sie diese Dateien nur für persönliche, nichtkommerzielle Zwecke verwenden.

+ *Keine automatisierten Abfragen* Senden Sie keine automatisierten Abfragen irgendwelcher Art an das Google-System. Wenn Sie Recherchen über maschinelle Übersetzung, optische Zeichenerkennung oder andere Bereiche durchführen, in denen der Zugang zu Text in großen Mengen nützlich ist, wenden Sie sich bitte an uns. Wir fördern die Nutzung des öffentlich zugänglichen Materials für diese Zwecke und können Ihnen unter Umständen helfen.

+ *Beibehaltung von Google-Markenelementen* Das "Wasserzeichen" von Google, das Sie in jeder Datei finden, ist wichtig zur Information über dieses Projekt und hilft den Anwendern weiteres Material über Google Buchsuche zu finden. Bitte entfernen Sie das Wasserzeichen nicht.

+ *Bewegen Sie sich innerhalb der Legalität* Unabhängig von Ihrem Verwendungszweck müssen Sie sich Ihrer Verantwortung bewusst sein, sicherzustellen, dass Ihre Nutzung legal ist. Gehen Sie nicht davon aus, dass ein Buch, das nach unserem Dafürhalten für Nutzer in den USA öffentlich zugänglich ist, auch für Nutzer in anderen Ländern öffentlich zugänglich ist. Ob ein Buch noch dem Urheberrecht unterliegt, ist von Land zu Land verschieden. Wir können keine Beratung leisten, ob eine bestimmte Nutzung eines bestimmten Buches gesetzlich zulässig ist. Gehen Sie nicht davon aus, dass das Erscheinen eines Buchs in Google Buchsuche bedeutet, dass es in jeder Form und überall auf der Welt verwendet werden kann. Eine Urheberrechtsverletzung kann schwerwiegende Folgen haben.

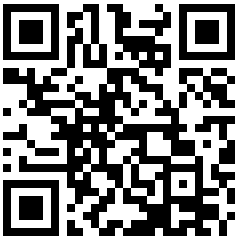
Über Google Buchsuche

Das Ziel von Google besteht darin, die weltweiten Informationen zu organisieren und allgemein nutzbar und zugänglich zu machen. Google Buchsuche hilft Lesern dabei, die Bücher dieser Welt zu entdecken, und unterstützt Autoren und Verleger dabei, neue Zielgruppen zu erreichen. Den gesamten Buchtext können Sie im Internet unter `http://books.google.com` durchsuchen.

This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

https://books.google.com



REMOTE STORAGE

LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS
370.5
JE
v. 77
c. 2

Digitized by Google

The person charging this material is responsible for its return to the library from which it was withdrawn on or before the **Latest Date** stamped below.

Theft, mutilation, and underlining of books are reasons for disciplinary action and may result in dismissal from the University.

UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

NOV 3 1977

L161—O·1096

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

The Journal of Education

A Monthly Record and Review

JANUARY TO DECEMBER, 1945

VOLUME LXXVII

THE OXFORD UNIVERSITY PRESS, AMEN HOUSE, WARWICK SQUARE, LONDON, E.C. 4

1945

Digitized by Google

Digitized by Google

370.5
JE
v.77
c.2

APR 1 0 '47

FAINE

INDEX

Pages 1 to 52 are in the January number; 53 to 100, February; 101 to 156, March; 157 to 208, April; 209 to 268, May; 269 to 328 June; 329 to 380, July; 381 to 424, August; 425 to 472, September; 473 to 520, October; 521 to 568, November; 569 to 620, December.

[A.] indicates titles of Articles; [C.] Correspondence.

A.B.C.A., Play Unit, 410.
ACCELERATED STUDY AND TRAINING (G. B. J. Athoe) [C.], 180.
ADMINISTRATIVE STAFF COLLEGE, 602.
ADULT EDUCATION, formation of the People's Residential Education Association, 40; by H. S. Magnay [A.], 148; Rewley House Papers, 312; Women's Institutes' Conference, 312; Annual Conference of the B.I.A.E., 521, 522, 542; Annual Report for 1944 of the B.I.A.F., 553; Residential College, 604.
ADULT EDUCATION AND THE W.E.A. (E. Green) [C], 588.
ADULT EDUCATION—the Carry-over from Service Conditions, by a Correspondent [A.], 477.
ADULT RELIGIOUS EDUCATION, by B. Yeaxlee [A.], 558.
ADVENTURES OF BRUNO AND HIS FRIEND CHIMP, THE (H. E. Peacock) [C.], 178.
AGRICULTURAL EDUCATION, first report of the Joint Advisory Committee, 246; by a Correspondent [A.], 338.
"AIR AGE" MAP OF THE WORLD, 314.
AMERICAN HISTORY IN A BRITISH SCHOOL (A. Lamsley) [C.], 22.
ANDERSON, J., Education in the N.F.S. in London [C.], 395.
ANGLO-SAXON ENGLAND, by C. H. Williams [A.], 560.
APPROACH TO PLATO'S *Republic*, THE, by S. Quan [A.], 340.
ARAB AGRICULTURAL SCHOOL, AN, by M. Brent [A.], 76; (M. Hiles) [C.], 126.
ARMS AND THE MANUAL [A.], 290.
ARMY EDUCATION, for the release period, 381, 385; Visits of H.M.I.s to units overseas, 602; Opening of Army Education School, 602; Formation Colleges, 602.
ASPECTS OF THE ARMY EDUCATION SCHEME, by a Correspondent [A.], 385.
ASSOCIATION FOR EDUCATION IN CITIZENSHIP, a new information centre, 143.
A.U.T. MEMORANDUM, THE (S. Brodetsky; The Editor) [C.], 394.
ATSOE, G. B. J., Accelerated Study and Training [C.], 180.
AUSTRALIA, "old Frank" Raleigh, 28.
AUSTRALIAN NOTES [A.], 300.
AUTHORITY IN EDUCATION, by "E. K. S." [A.], 513.
AUTY, R. A., A Mistranslation? [C.], 230.

BAKER, E. A., Some Notes on County Colleges [A.], 432.
BANCROFT, D., A Revival of Classical Studies [C.], 124.
BATY, C. W., The Classics in Education [C.], 294.
BELL, H. E., The Regional Approach to Literature and the Arts [C.], 296.
BENTWICH, N., Transformation of the Teaching of History and Religion [C.], 176; International Co-operation in Education [A.], 429; The International Organization for Education and Culture [A.], 481.
BERRY, H. M., The Junior School [A.], 218.
BIBBY, C., Multilateral Schools and the U.S.S.R. [C.], 22; The Collegiate System [C.], 533.
BIRCHENOUGH, C., The Ministry of Education Draft Building Regulations [A.], 6; The Selection of Children for Secondary Education [A.], 94; The Secret of Educational Progress [A.], 254.
BIRMINGHAM UNIVERSITY, proposals for post-war reconstruction, 410.
BOOKS, export, 4; translations published by British Publishers' Guild, 101; shortage of school-books, 384.
BORSTAL AND DARTMOOR, 552.
BRENT, M., An Arab Agricultural School [A.], 76.
BREW, J. MACALISTER, The Technique of Discussion [A.], 464; World Youth Conference [A.], 578.
BRISTOL, Annual Report of the Libraries Committee, 38; Department of Aeronautical Engineering in the University, 250; lectures at the Public Libraries, 553.
BRITISH COUNCIL, women teachers for Belgian Forces, 142; visit of British scholars to France, 312; tenth anniversary, 460.
BRITISH EDUCATION IN LOURENÇO MARQUES (E. F. Wilson) [C.], 126.
BRITISH INSTITUTE OF ADULT EDUCATION, annual conference, 521, 522, 542; annual report for 1944, 553.
BRITISH PUBLISHERS' GUILD, translations of English books, 101.
BRITISH SOCIAL HYGIENE COUNCIL, annual report, 142.
BROADCASTS, educational, 89, 250, 410; for the Forces, 250; in America, 250; wavelengths, 510.
BRODETSKY, S., The A.U.T. Memorandum [C.], 394.
BROOKES, J. H., Craftsmen All [A.], 514.
BROWN, J. W. H., Teachers and the Church [C.], 398.
BUDGET WHITE PAPER, ranges of net income, 271.
BUILDING CRAFTS, by A. H. Stuart [A.], 611.
BURNHAM, A., Recruits for Post-war Technical Education [C.], 440.
BURNHAM PROPOSALS, 1; by S. B. Lucas [A.], 5; the Minister's statement in Parliament, 104; (S. B. Lucas) [C.], 122.
BURNHAM (TECHNICAL) COMMITTEE, report on salary scales, 160.
BURNS, P. M., Education "in the Bag" [A.], 530.
BUSINESS EXECUTIVES, selection of, 508.

CAITHNESS, exclusion of non-Protestants from teaching service, 362.
CAMERON, A. C., Programme of School Broadcasting, 1945–1946 [C.], 396.
CANADA—Education the Keystone of Democracy, by L. J. Lewis [A.], 352.
CANADIAN WAR-TIME EDUCATIONAL METHODS, by a Special Correspondent [A.], 28.
Canteens in Youth Clubs, 461.
CARLISLE, report on juvenile delinquency, 142.
CARNEGIE UNITED KINGDOM TRUST, annual report, 194.
CASUS BELLI, by G. Sawtell [A.], 174.
CATON, C. T. LEAR, Mathematics in the New Secondary Schools [A.], 213.
C.E.M.A., new title of Arts Council of Great Britain, 360.
CENTRAL ADVISORY COUNCIL FOR EDUCATION (ENGLAND), 246.
CHILD ACCIDENTS, information in *Safety Training*, 38.
CHILD NEGLECT, article in *Public Administration*, 38.
'CHILDREN OUT OF UNIFORM', by J. A. H. Clarke [A.], 596.
CHRISTIAN IDEAL, THE (D.R.G.M.) [C.], 398.
CHURCHILL, R. C., English: "Play Way" or Academic? [A.], 94.
CITIZENS' ADVICE BUREAUX, N.C.S.S. handbook, 158.
CIVIC WEEK, A, by W. F. F. Shearcroft [A.], 392.
CIVIL SERVICE, methods of recruitment, 272.
CLARKE, SIR FRED, *Multum in Parvo* [A.], 41; Educational Books for the U.S.S.R. [C.], 72; The Search for a Philosophy of Education [A.], 574.
CLARKE, J. A. H., 'Children out of Uniform' [A.], 596.
CLASSIC HATE, by A. E., 393.
CLASSICS, in education, 209; articles in *The Saturday Review of Literature*, 209–210.
CLASSICS IN EDUCATION, THE (C. W. Baty; The Editor) [C.], 294.
CLAYDON, W. A., Some Aspects of Secondary Education [A.], 366.
CLIO AND HER ADMIRERS, by C. Douie [A.], 42.
CLOSE, R. A., Education in Chile [A.], 132.
CO-EDUCATION, in Australia and the U.S.S.R., 56.
COLLEGE OF AERONAUTICS, 460.
COLLEGIATE SYSTEM, THE (C. Bibby; Ed.) [C.], 533.
COMMUNIST PARTY, memorandum on multilateral schools, 194.
COMMUNITY CENTRES, 54; by L. R. Missen [A.], 554.
COMPETITIONS, Pi Lamba Theta on professional problems of women, 38; national arts and crafts, 511.
CONCERNING INDIA [A.], 318.
CONFERENCE OF ALLIED MINISTERS OF EDUCATION (A. Photiades) [C.], 398.
CONFERENCE OF EDUCATIONAL ASSOCIATIONS (Sir George Schuster) [C.], 120.
COOPER, R. M., The Schoolmaster Returns [A.], 391.
CORRESPONDENCE, 14, 66, 120, 176, 222, 290, 342, 394, 440, 494, 533, 588.
COUNCIL FOR EDUCATION IN APPRECIATION OF PHYSICAL ENVIRONMENT, first annual report, 194.
COUNTRY LIFE, by L. R. Missen [A.], 144.
COURSES, Divinity, 143, 252; Speech Fellowship, 144; Ling Physical Education Association, 196; advanced study courses for non-graduates, 248; for teachers at Bingley, 250; Production of Amateur Opera, 314; for teachers from Liberated Europe and U.K., 462; Timber Development Association, 510; "Discover Your Neighbour", 553; film appreciation, 604.
CRAFTSMEN ALL, by J. H. Brookes [A.], 514.
CROWLEY, R. H., Physical Education [A.], 43; Sex Education in Home and School [A.], 372.
CULTURAL BACKGROUND IN THE TEACHING OF MODERN LANGUAGES, by A. J. Hawkes [A.], 215.
CULTURE OF AN ARMY, THE, by D. J. Davis [A.], 433.
CZECHOSLOVAKIA, language courses at Institute in London, 362.

DANGER ON THE ROADS [A.], 562.
DAVIS, D. J., The Culture of an Army [A.], 433.
DERBYSHIRE, report on school canteens, 360.
DEVELOPMENT OF EDUCATION IN THE CENTRAL ASIAN SOVIET REPUBLICS, THE, by L. Mairanovsky [A.], 26.
DIAGNOSTIC YEARS, THE, by D. Jordan [A.], 584.
DIRECT-GRANT SCHOOLS, privileged treatment, 270; retention of fees, 271, 331; social status, 271; indefensible distinctions, 271, 572; debate in Parliament, 525, 572, 576.
DISCUSSION METHOD, by A. Jarvis [A.], 60.
Dispersal, 36.
DIVERS THOUGHTS ON VERGIL, by C. S. Walton [A.], 197.
DOMESTIC SUBJECTS, special training scheme for teachers, 310.
DOUIE, C., Clio and her Admirers [A.], 42; Plato's *Republic* and German Education [C.], 228; Milk for Babies [A.], 436; Teacher in America [A.], 466; Pax Romana [A.], 562.
DRAKE, J., School Registers [C.], 494.
DRAMA, Oxford University Commission to the U.S.A., 3, 382; educational values, 4; *Comédie Française* and Old Vic, 362.
DUSTY EMINENCE, by K. D. Robinson [A.], 66.

EARLE, F. M., More About the Multilateral School [A.], 486.
EDUCATION, the Roman Catholic view, 4; *Annus Mirabilis*, 53; part-time, 55; school and home, 56, 159; letting parents know, 56; international, 101; retreat from humanism, 102; intellectual co-operation, 102; thought supervision, 102; description with judgment, 102; a free society, 103; D-Day, 157, 210; ethic of the boarding school, 159; who pays? 212; variety, 269; privilege, 270; the country's need, 270; need for priority, 330; function and value of art, 382; problem of the backward child, 383; reconstruction, 425; the New Order, 426; research, 426; in the Forces, 458; selection and opportunity, 570; opportunity and ability, 570; facts and values, 571; machinery of selection, 571; the school's function, 571.
EDUCATION ACT, THE (A. W. Fletcher) [C.], 122; April 1, 1945, 157, 210; N.U.T. pamphlet, 402.
EDUCATION AND THE UNITED NATIONS (J. Ewart Smart) [C.], 20.
EDUCATION AND TRAINING AT THE ROYAL AIRCRAFT ESTABLISHMENT, by A. H. Stuart [A.], 320.
EDUCATION FOR DEMOBILIZATION, by a Correspondent [A.], 9.
EDUCATION FOR FREEDOM, by J. C. Maxwell Garnett [A.], 556.
EDUCATION IN CHILE, by R. A. Close [A.], 132.
EDUCATION IN GERMANY [A.], 538.
EDUCATION "IN THE BAG", by P. M. Burns [A.], 530.
EDUCATION IN THE N.F.S. IN LONDON (J. Anderson) [C.], 395.
EDUCATION OF YOUNG CHILDREN, THE, by E. Lawrence [A.], 608.
EDUCATION THROUGH THE EYE (O. Neurath) [C.], 440.
EDUCATIONAL BOOKS FOR THE U.S.S.R. (Sir Fred Clarke and others) [C.], 72.
EDUCATIONAL FILMS IN SOUTH AFRICA, by W. L. Speight [A.], 302.
EDUCATIONAL MEETINGS, Mr. Butler's address to the A.E.C., 1; Mr. Butler's address to the Islington Borough Youth Committee, 30; Mr. Butler's address to the Standing Conference of Voluntary Youth Organizations, 30; English New Education Fellowship, 30, 188, 194, 504; National Book League, 32; Sidmouth W.E.A. and Trades Council, 32; Scientific Film Association, 34; Conference of Educational Associations, 40, 78; Association of University Professors

Digitized by Google

and Lecturers, 54, 407; National Office Management Association, Detroit, 55; Association of Assistant Mistresses, 82; Association of Assistant Masters, 84; Geographical Association, 84; Conference on Democratic Reconstruction of Education and New Education Fellowship, 84; National Union of Students, 86, 306; "The Rural Community at Home and Abroad", 87; the Historical Association, 134; the Vacation Work Committee of the Imperial College Union, 136; Visual Education, 138; the School Library Association, 138; the Fabian Society, 143, 188, 504, 598; Conference of Allied Ministers of Education, 186, 240; The Church Missionary Society, 190; the National Union of Teachers, 240; the National Association of Schoolmasters, 240; the National Union of Women Teachers, 242; the Classical Association, 242; the National Society for Art Education, 242; the Cambridgeshire Committee of the Joint Four Secondary Associations, 244; Institute of Sociology, 250, 452; the Association of Principals of Technical Colleges, 272; "Planning Our New Secondary Schools", 272; the County Councils Association, 304; the Science Masters' Association, 304; Youth Service Volunteers, 306; the Ling Physical Education Association, 308; Women's Institutes, 312; Mr. Richard Law's address to the Association of Headmistresses, 329; Mr. Bevin's address at the Standing Conference of National Voluntary Youth Organizations, 332; the College of Preceptors, 354; the National Association of Head Teachers, 356; the New Education Fellowship (International), 362; the Association of Education Committees, 406; London Teachers, 407; the Association of Art Institutions, 407; the National Council of Labour Colleges, 408; the Central Council for School Broadcasting, 454; the Council of British Societies for Relief Abroad, 454; the British Institute of Adult Education, 462, 521, 542; International Student Assembly, 1942, 473; the Educational Handwork Association, 504; the Rationalist Press Association, 506; Aslib, 544; the National Association of Girls' Clubs and Mixed Clubs, 544; the National Federation of Class Teachers, 546; the British Association for Commercial and Industrial Education, 546; the International Federation of Secondary Teachers, 553; the London Association of University Women, 598; The Science of Relationships, 606.

EDUCATIONAL PAMPHLETS (P. S.) [C.], 18.

EDUCATIONAL POLICY AND THE JUNIOR SCHOOL (E. Lawrence) [C.], 70.

EDUCATIONAL RECONSTRUCTION IN GIBRALTAR, by J. Peart [A.], 184.

EDUCATIVE VALUES AND SECONDARY SCHOOL CURRICULA, by A. Pinsent [A.], 527.

EGYPT, establishment of an Institute in London, 362.

EIRE, "Why Ireland Was Neutral", 362.

ELEMENTARY SCHOOLS, tribute to teachers, 573.

ELEMENTARY SCHOOLS OF DENMARK, THE, by A. Olsen [A.], 234.

"E. K. S.", "His Heart is There" [A.], 42; A Philosopher's Notebooks [A.], 95; A Modern Autobiography [A.], 198; English Pronunciation and Spelling [A.], 386; Authority in Education [A.], 513.

EMERGENCY TRAINING: Problems and Possibilities, by M. M. Lewis [A.], 576.

EMPIRE AND FOREIGN NEWS, 26, 76, 130, 184, 234, 300, 350, 402, 448, 500, 538, 596.

EMPIRE YOUTH SUNDAY, 250.

ENGLISH: "PLAY WAY" OR ACADEMIC?, by R. C. Churchill [A.], 94.

ENGLISH PRONUNCIATION AND SPELLING, by "E. K. S." [A.], 386.

EXAMINATIONS, for evacuees from Channel Islands, 314.

EXHIBITIONS, Local Government, 192; "A World of Plenty", 194; "Towards a Better Future", 312; Art of Primitive Peoples, 362; Engineering inspection equipment, 606.

EXPERIMENT IN BRITISH EDUCATION, by H. S. Magnay [A.], 369.

EXPERIMENT IN COMMUNAL MEALS IN NEW ZEALAND, AN, by W. Lee [A.], 450.

EXPERIMENT IN CRAFT TRAINING, AN [A.], 286.

EXPERIMENT WITH GREEK, AN, by M. Marples [A.], 276.

Fabian Quarterly, The, 510.

FABIAN SOCIETY, conference on "To-morrow's Secondary Schools", 143, 188; Annual Report, 362; conference on "The Future of the Universities", 504.

FAMILY ALLOWANCES (Curious) [C.], 70; Bill, 160.

FEES IN DIRECT-GRANT SCHOOLS (a Professor of Education) [C.], 344.

FEILD, M., and N. YOUNGMAN, Pictures for Schools [C.], 70.

FIELD, G. C., Plato's *Republic* and its Use in Education [A.], 161; [C.], 290.

FIELD, M., The Film in Education [A.], 482.

FILM IN EDUCATION, THE, by M. Field [A.], 482.

FILMS, *The Elements of Film Criticism*, 90; eleventh annual report of the British Film Institute, 142; "Children's Charter", 312; register, 360; development of visual education, 360; educational, 462; post-war career, 550; children's health, 604; British films in Argentina, 604; Course in film appreciation, 604.

FLEMING, C. M., Research and School Work—History [A.], 12; Studies in the Psychology of Learning [A.], 418.

FLETCHER, A. W., The Education Act [C.], 122.

FLETCHER, B. A., The Modern Arts Faculty [A.], 258; The Future of Redbrick University [A.], 416.

FLETCHER, L., Teachers and the Press [C.], 180.

FOREIGN LANGUAGES, appointment of an Inter-Departmental Commission, 103.

FORM-MASTER, THE, by J. M. McNeill [A.], 529.

FRANCE, English Week in Lille, 412; questionary to schools, 460.

FRANKNESS IN ADVERTISEMENTS (an Applicant for a Teaching Post) [C.], 496.

FUNCTION OF THE UNIVERSITY, THE, by M. V. C. Jeffreys [A.], 417.

FUTURE OF LANGUAGE TEACHING, THE (G. R. Matthews) [C.], 16; (I. C. Thimann) [C.], 68.

FUTURE OF REDBRICK UNIVERSITY, THE, by B. A. Fletcher [A.], 416.

FUTURE OF THE SECONDARY MODERN SCHOOL, THE, by G. F. Maw [A.], 430.

GARDENING AND THE SCHOOLS, by R. Palmer [A.], 371.

GARFORTH, F. W., Nazi Text-books and the Future [C.], 14.

GARNETT, J. C. MAXWELL, Education for Freedom [A.], 556.

GATENBY, E. V., The Teaching of English to Foreigners [C.], 395.

GENERAL EDUCATION IN A FREE SOCIETY, by J. Pilley [A.], 479.

GENERAL SCIENCE AND TOPICS, by H. S. Shelton [A.], 388; (P. M. Taylor, H. S. Shelton) [C.], 588.

GERMANY, visit of Minister of Education, 524, 538.

GERMANY'S EDUCATION AND DEMOCRACY [A.], 370.

GRAHAM-LITTLE, SIR E., Politics versus Education [C.], 394.

GREBENIK, E., Introducing Economics [A.], 610.

GREEN, E., Adult Education and the W.E.A. [C.], 588.

GURREY, P., The Teaching of English to Foreigners [C.], 494.

HARVEST CAMPS, Memorandum H.C.1, 158.

HAWKES, A. J., Cultural Background in the Teaching of Modern Languages [A.], 215.

HAWKINS, T. H., The Teaching of Biology [A.], 561.

HEALTH EDUCATION (R. Sutherland) [C.], 346; series of leaflets, 364.

HIGHER APPOINTMENTS, Report of the Hankey Committee, 88.

HIGHER EDUCATION IN THE EMPIRE, by A. E. Morgan [A.], 500.

HILES, M., An Arab Agricultural School [C.], 126.

"HIS HEART IS THERE", by "E. K. S." [A.], 42.

HISTORY, by G. D. Martineau [A.], 280.

HISTORY AND THE WORLD SECURITY CHARTER (L. Moakes) [C.], 396.

HISTORY AS A SCHOOL SUBJECT (Historica) [C.], 178.

HOLLAND, Universities, 103.

HONOURS AWARDS, New Year, 88; Birthday, 356.

HORNIBLOW, E. C. T., Parity of Conditions [C.], 533.

HOTEL INDUSTRY, course of training, 410.

HUBBACK, E. M., The Universities and Education for Citizenship [A.], Part I—The Purpose of a University, 106; Part II—Moral Education for Citizenship, 165.

HUGHES, G. T., Secondary Education—Some Thoughts and Plans [C.], 66.

HUMAN PHYSIOLOGY AS A SCHOOL SUBJECT, by M. A. Johnstone [A.], 62.

HUMBERSTONE, T. LLOYD, The Training of Technicians [C.], 72.

INDEPENDENT SCHOOL, THE (Oxonian) [C.], 124.

INDIA, Prof. A. V. Hill's address *India—Scientific Development or Disaster?* 475.

INDUSTRIAL HEALTH, grants for research offered by the Nuffield Foundation, 40.

INSTITUTE OF MARINE ENGINEERS, examinations, 143.

INSTRUCTORS FOR BUILDING TRAINEES (A. H. Stuart) [C.], 396.

INTERNATIONAL CO-OPERATION (M. Powell; J. Maclean) [C.], 590.

INTERNATIONAL CO-OPERATION IN EDUCATION, by N. Bentwich [A.], 429.

INTERNATIONAL ORGANIZATION FOR EDUCATION AND CULTURE, THE, by N. Bentwich [A.], 481.

INTERNATIONAL RECONSTRUCTION, by J. E. Smart [A.], 318.

INTRODUCING ECONOMICS, by E. Grebenik [A.], 610.

ISLINGTON, report of Libraries Committee, 38.

JAMES, R., The Teaching of Citizenship [C.], 442.

JARVIS, A., Discussion Method [A.], 60.

JEFFREYS, M. V. C., The Function of the University [A.], 417.

JOAD, C. E. M., Plato Defended [A.], 163.

JOHNSTONE, M. A., Human Physiology as a School Subject [A.], 62.

JOINT COMMITTEE OF THE FOUR SECONDARY ASSOCIATIONS, report for 1944, 409.

JORDAN, D., The Diagnostic Years [A.], 584.

JUNIOR SCHOOL, THE, by H. M. Berry [A.], 218.

JUNIOR SCHOOLS, report of a Joint Committee convened by the Association of Assistant Mistresses, 3.

KAHN, S. H., Schools in Victorious Russia [A.], 76.

KENT, memorandum on educational policy, 90; tribute to teachers, 360; clerical assistance in schools, 461.

KING, B., Multilateral Schools and the U.S.S.R. [C.], 68.

KING GEORGE'S JUBILEE TRUST, grants to youth organizations, 314.

LAMSLEY, A., American History in a British School [C.], 22.

LANCASHIRE (EAST), memorandum prepared by the local I.A.A.M., 140.

LATE SIR MICHAEL SADLER, THE (M. Sadleir) [C.], 444.

LAUWERYS, J. A., Plato's *Republic* and German Education [A.], 57; [C.], 222, 394; Studying Stars [A.], 420; The Teaching of Physics [A.], 612.

LAWRENCE, B. E., The Selection of Children for Secondary Education [C.], 178.

LAWRENCE, E., Educational Policy and the Junior School [C.], 70; The Education of Young Children [A.], 608.

LEARNING TO LISTEN, by S. Northcote [A.], 256.

LECTURES, "New Ideas in Education", 90; "The Psychology of Frustration and Fulfilment in Adult Life", 462.

LEE, W., Some Educational Experiments in New Zealand [A.], 350; An Experiment in Communal Meals in New Zealand [A.], 450.

LEEDS, Diploma in Biblical Studies at the University, 462; annual report of the Libraries and Arts Committee, 553.

LEICESTERSHIRE, proposal for Farm Institute, 38; books to H.M. Forces, 362; school canteens, 362.

LEWIS, L. J., Santo Domingo [A.], 134; Overseas Educational Journals [A.], 236, 540; Canada — Education the Keystone of Democracy [A.], 352.

LEWIS, M. M., Emergency Training: Problems and Possibilities [A.], 576.

LIBRARY ASSOCIATION, training of librarians, 248.

LOCAL GOVERNMENT [A.], 105; exhibition, 192.

LONDON, annual report for 1944 of the Imperial Institute, 310.

LONDON COUNTY COUNCIL, recommendations of Education Committee, 192, 461, 604; review of impact of war on education, 409.

London Quarterly of World Affairs, 604.

LONDON UNIVERSITY, report for 1944–1945, 460; return of Queen Mary College to London, 552; centenary of Imperial College of Science and Technology, 552.

LUCAS, S. B., The Burnham Proposals [A.], 5; [C.], 122.

LUCE, H. K., The Right Kind of Religious Education [A.], 200.

LUMMIS, C., Selection in Public and Secondary Schools [A.], 334.

MACLEAN, J., International Co-operation [C.], 590.

MCNEILL, J. M., The Form-Master [A.], 529.

MCNICHOLAS, P. J., Plato's *Republic* and German Education [C.], 120, 224.

MCQUEEN, H. C., New Zealand—1944—An Eventful Year [A.], 402.

MAGAZINE GLEANINGS, by T. Raymont [A.], 148.

MAGNAY, H. S., Adult Education [A.], 148; Experiment in British Education [A.], 369.

MAIRANOVSKY, L., The Development of Education in the Central Asian Soviet Republics [A.], 26.

MALLINSON, V., Some Modern Language Successes [A.], 146; Modern Language Teaching—Two American Classics [A.], 321.

MARPLES, M., An Experiment with Greek [A.], 276.

MARTINEAU, G. D., History [A.], 280.

MATHEMATICS IN THE NEW SECONDARY SCHOOLS, by C. T. Lear Caton [A.], 213.

MATTHEWS, G. R., The Future of Language Teaching [C.], 16.

MAW, F. R., A Mistranslation? [C.], 124.

MAW, G. F., The Future of the Secondary Modern School [A.], 430.

MEDWAY AREA, conference on juvenile delinquency, 142.

MILK FOR BABIES, by C. Doule [A.], 436.

Digitized by Google

MILL HILL SCHOOL, scheme of reorganization, 331, 427.
MINISTRY OF EDUCATION, Circulars and Memoranda, 40, 90, 144, 196, 252, 316, 364, 412, 462, 511, 553, 606; Advisory Councils, 53; report on Community Centres, 54; Draft Regulations for Primary and Secondary Schools, 211; reorganization, 246, 272; new Minister and Parliamentary Secretary of Caretaker Government, 329; Estimates, 360; new Minister and Parliamentary Secretary of Labour Government, 456; *Teaching as a Career*, 458; new Parliamentary Secretary, 600; resignation of Sir Maurice Holmes, 600.
MINISTRY OF EDUCATION DRAFT BUILDING REGULATIONS, THE, by C. Birchenough [A.], 6.
MINISTRY OF LABOUR AND NATIONAL SERVICE, Appointments Department, 458.
MINISTRY'S NEW PAMPHLETS, THE [A.], 512.
MISSEN, L. R., Country Life [A.], 144; Community Centres [A.], 554; Youth Service [A.], 609.
MISTRANSLATION? A (F. R. Maw) [C.], 124; (R. A. Auty) [C.], 230.
MOAKES, L., History and the World Security Charter [C.], 396.
MODERN ARTS FACULTY, THE, by B. A. Fletcher [A.], 258.
MODERN AUTOBIOGRAPHY, A, by "E. K. S." [A.], 198.
MODERN LANGUAGE TEACHING—TWO AMERICAN CLASSICS, by V. Mallinson [A.], 321.
MORE ABOUT THE MULTILATERAL SCHOOL, by F. M. Earle [A.], 486.
MORGAN, A. E., Higher Education in the Empire [A.], 500.
MULTILATERAL SCHOOLS, by S. Taylor [A.], 284.
MULTILATERAL SCHOOLS AND THE U.S.S.R. (C. Bibby) [C.], 22; (B. King) [C.], 68.
Multum in Parvo, by Sir Fred Clarke [A.], 41.
MUSIC, Morris Motors Athletic Club Festival, 362.
NATIONAL ASSOCIATION OF GIRLS' CLUBS AND MIXED CLUBS, oversea education boxes, 412; annual report for 1944–1945, 508.
NATIONAL BABY WEEK, 362.
NATIONAL BOOK LEAGUE, new premises, 312.
NATIONAL COUNCIL OF SOCIAL SERVICE, annual report, 314; Village Halls, 510.
NATIONAL FEDERATION OF WOMEN'S INSTITUTES, programme of schools and conferences, 552.
NATIONAL UNION OF TEACHERS, appeal to parents, 250; resolution of thanks to teachers, 360.
NATION'S SCHOOLS, THE [A.], 333.
NAZI EDUCATION, by O. A. Oeser [A.], 558.
NAZI TEXT-BOOKS AND THE FUTURE (F. W. Garforth) [C.], 14.
NEURATH, O., Plato's *Republic* and German Education [A.], 57; [C.], 222, 394; Education Through the Eye [C.], 440.
NEW BOOKS, 41, 92, 144, 197, 254, 318, 366, 416, 464, 512, 554, 608.
NEW DIRECT-GRANT REGULATIONS, THE, by C. S. Walton [A.], 273.
NEW ZEALAND, by F. J. Schonell [A.], 130.
NEW ZEALAND—1944—AN EVENTFUL YEAR, by H. C. McQueen [A.], 402.
NEWTOWN SCHOOL, WATERFORD, 90.
NORTHCOTE, S., Learning to Listen [A.], 256.
NORTHERN IRELAND, the White Paper on Educational Reconstruction, 128; youth movement, 184, 446; Queen's University, Belfast, 232; teachers' conscience clause, 348; Council for Educational Advance, 536; teachers' plan for Ulster education, 594.
NOTES AND COMMENTS, 1, 53, 101, 157, 209, 269, 329, 381, 425, 473, 521, 569.
NOTTINGHAMSHIRE, panel of Speakers for Youth Groups, 142.
NUFFIELD FOUNDATION, grants for research in industrial health, 40; scholarships for Colonial Service Officers, 248.
NUFFIELD ORGANIZATION, local public service, 103.
NURSE TUTORS, Government financial help for training, 553.
OBITUARIES, Sir Percy Nunn, 34; J. W. Knipe, 192; William Rice, 192; A. S. Turberville, 358; T. R. Ablett, 358; Lord Onslow, 358; de V. Payen-Payne, 458; C. Spearman, 548; J. Strong, 545; K. Fisher, 548; J. W. Jenkins, 548; Sir Hubert Llewellyn Smith, 548; W. T. A. Barber, 600; A. E. Taylor, 600; J. C. Merriam, 600.
OESER, O. A., Nazi Education [A.], 558.
OLD AGE—TO-DAY AND TO-MORROW, by T. Raymont [A.], 259.
OLSEN, A., The Elementary Schools of Denmark [A.], 234.
OVERSEA EDUCATIONAL JOURNALS, by L. J. Lewis [A.], 236, 540.
Oxford Magazine, 40.
OXFORD UNIVERSITY, drama commission to U.S.A., 3, 382; Release B Scheme, 602; new Heads of Houses, 602; post-graduate centre, 602; higher medical training, 602.
OXFORDSHIRE, reorganization of secondary education, 140; annual report for 1943–1944 of the Rural Community Council, 553.
P.E.P., broadsheets, 606.
PALMER, R., Gardening and the Schools [A.], 371.
PARITY OF CONDITIONS (R. C. Unmack) [C.], 496; (E. C. T. Horniblow) [C.], 533; (R. C. Unmack) [C.], 588.
PAX ROMANA, by C. Doule [A.], 562.
PEACOCK, H. E., Adventures of Bruno and his Friend Chimp [C.], 178.
PEART, J., Educational Reconstruction [A.], 184.
PENNY PLAIN OR TUPPENNY COLOURED? by I. M. Travis [A.], 116.
PERSONAL NOTES, 34, 88, 190, 244, 356, 408, 456, 506, 546, 600.
PHILOSOPHER'S NOTEBOOKS, A, by "E. K. S." [A.], 95.
PHOTIADES, A., Conference of Allied Ministers of Education [C.], 398.
PHYSICAL EDUCATION, by R. H. Crowley [A.], 43.
PICTURES FOR SCHOOLS (N. Youngman, M. Feild) [C.], 70.
PILGRIM TRUST, annual report, 604.
PILLEY, J., Plato's *Republic* and German Education [C.], 342; General Education in a Free Society [A.], 479.
PINNOCK, K. A. T., A School at War [A.], 579.
PINSENT, A., Educative Values and Secondary School Curricula [A.], 527.
PLATO DEFENDED, by C. E. M. Joad [A.], 163.
PLATO'S *Republic* AND GERMAN EDUCATION, by O. Neurath and J. A. Lauweryś [A.], 57; (P. J. McNicholas; Simple Simon) [C.], 120; by G. C. Field [A.], 161; (O. Neurath, J. A. Lauweryś; Bertrand Russell; P. J. McNicholas; P. H. C. Prentice; *ἐπίκουρος*, 1914–1918; C. Doule) [C.], 228; (G. C. Field) [C.], 290; (J. Pilley) [C.], 342; (O. Neurath, J. A. Lauweryś) [C.], 394.
PLAY'S THE THING, THE, by T. Raymont [A.], 44.
POLITICS VERSUS EDUCATION (Sir E. Graham-Little) [C.], 394.
POWELL, M., International Co-operation [C.], 590.
PRENTICE, P. H. C., Plato's *Republic* and German Education [C.], 226.
PRISONS AND BORSTALS, by a Correspondent [A.], 582.
PROGRAMME OF SCHOOL BROADCASTING, 1945–1946 (A. C. Cameron) [C.], 396.
PUBLIC SCHOOLS, Mr. Churchill's address at Harrow School, 2; Dr. Mack's *Public Schools and British Opinion*, 159.
PUMPHREY, G. H., A Visit to a Native School at Fort Usher, Rhodesia [A.], 404.
QUAKERS, statement on military conscription, 364.
QUAN, S., The Approach to Plato's *Republic* [A.], 340.
R.A.F., position of education officers, 552.
RAISING OF THE SCHOOL AGE, THE [A.], 526.
RATIONALISM, SCIENCE, AND RELIGIOUS EDUCATION (A. G. Whyte; B. A. Y.) [C.], 16.
RAYMONT, T., The Play's the Thing [A.], 44; Magazine Gleanings [A.], 148; Old Age—To-day and To-morrow [A.], 259.
RECRUITS FOR POST-WAR TECHNICAL EDUCATION (A. Burnham) [C.], 440.
RED CROSS, contributions from schools and colleges, 142, 462; donation from Ling Physical Education Association, 142.
REFLECTIONS OF AN ELEMENTARY SCHOOL TEACHER, by N. W. T. Riley [A.], 10.
REGIONAL APPROACH TO LITERATURE AND THE ARTS, THE (H. E. Bell) [C.], 296.
RESEARCH, Advisory Bureau, 88; need for co-operation between local authorities and universities, 384.
RESEARCH AND SCHOOL WORK—HISTORY, by C. M. Fleming [A.], 12.
REVIVAL OF CLASSICAL STUDIES, A (D. Bancroft) [C.], 124.
RIGHT KIND OF RELIGIOUS EDUCATION, THE, by H. K. Luce [A.], 200.
RIGHTS OF PARENTS, THE (Custos) [C.], 344.
RILEY, N. W. T., Reflections of an Elementary School Teacher [A.], 10.
ROBINSON, K. D., Dusty Eminence [A.], 66.
ROGER, M., Social Awareness—Experiments in Army Education [A.], 478.
ROSS, BABS, Swallow Migrating, 180.
ROYAL SOCIETY FOR THE PREVENTION OF ACCIDENTS, children's fatalities during 1944, 511.
ROYDEN, H. E., Speech Training Day by Day in the Primary School [A.], 532.
RUSSELL, BERTRAND, Plato's *Republic* and German Education [C.], 224.
SADLEIR, M., The Late Sir Michael Sadler [C.], 444.
SANSOM, C., Speech Education To-day [A.], 216.
SANTO DOMINGO, by L. J. Lewis [A.], 134.
SAWTELL, G., Casus Belli [A.], 174.
SCHOLARSHIPS, Amy Johnson Memorial, 194; Institution of Electrical Engineers, 194; for Colonial Service Officers, 248; State, 550; travel, 604.
SCHONELL, F. J., New Zealand [A.], 130.
SCHOOL AT WAR, A, by K. A. T. Pinnock [A.], 579.
SCHOOL REGISTERS (J. Drake) [C.], 494.
SCHOOLMASTER RETURNS, THE, by R. M. Cooper [A.], 391.
SCHOOLS, fire precautions, 194; holidays, 211; employment of clergy, 246; meals and milk, 360, 364; registers, 382.
SCHOOLS IN VICTORIOUS RUSSIA, by S. H. Kahn [A.], 76.
SCHUSTER, SIR GEORGE, Conference of Educational Associations [C.], 120.
SCIENCE IN EDUCATION AND TRAINING, by R. W. Stott [A.], Part I, 110; Part II, 168; (B. Yapp) [C.], 228; (R. W. Stott) [C.], 294; (B. Yapp) [C.], 344.
SCIENCE IN POST-PRIMARY GIRLS' SCHOOLS, by P. M. Taylor [A.], Part I: 11 to 16 Years, 336.
SCOTLAND, *Re-educating Scotland*, 24; the trained apprentice, 24; comparison of Scottish and English education, 72; adult education grants, 74; education authority bursaries, 126; a pre-nursing educational scheme, 128; training for citizenship, 182; technical education, 182; Education Bill, 230, 300, 348; Carnegie Trusts for the Scottish Universities, 232; Trades Union Congress and Education, 298; annual progress report of Edinburgh Education Committee, 298; school meals, 298; criticism of schools, 346; new Secretary of State, 348; Annual Report of the National Committee for the Training of Teachers, 400; emergency training of teachers, 400; Education (Scotland) Act, 400; educational research, 400; boarded-out children, 444; first offenders, 446; physical education, 446; cooking competition, 446; Education Department's summary report, 498; religious education, 498; teachers' salaries, 498; *The Needs of Youth in these Times*, 534; Regional Library Bureau, 536; School buildings, 592; supply of teachers, 592.
SEARCH FOR A PHILOSOPHY OF EDUCATION, THE, by Sir Fred. Clarke [A.], 574.
SECONDARY EDUCATION—SOME THOUGHTS AND PLANS (G. T. Hughes) [C.], 66; (J. F. P. Thornhill) [C.], 178.
SECONDARY SCHOOLS, Headmaster of Aldenham's Plea for Understanding, 426; needless distinctions, 426; the maintained grammar school, 427.
SECRET OF EDUCATIONAL PROGRESS, THE, by C. Birchenough [A.], 254.
SELECTION IN PUBLIC AND SECONDARY SCHOOLS, by C. Lummis [A.], 334.
SELECTION OF CHILDREN FOR SECONDARY EDUCATION, THE, by C. Birchenough [A.], 94; (B. E. Lawrence) [C.], 178; article by Prof. Burt, 382, 383.
SEQUEL TO ARMY EDUCATION, THE, by W. E. Williams [A.], 59.
SEX EDUCATION IN HOME AND SCHOOL, by R. H. Crowley [A.], 372.
SHEARCROFT, W. F. F., A Civic Week [A.], 392.
SHELTON, H. S., General Science and Topics [A.], 388; [C.], 588.
SIMPLE SIMON, Plato's *Republic* and German Education [C.], 120; Vocation or Vacation? [C.], 180.
SMART, J. EWART, Education and the United Nations [C.], 20; International Reconstruction [A.], 318.
SOCIETY FOR EDUCATION IN ART, Brains Trust, 194.
SOCIAL AWARENESS—EXPERIMENTS IN ARMY EDUCATION, by M. Roger [A.], 478.
SOME ASPECTS OF SECONDARY EDUCATION, by W. A. Claydon [A.], 366.
SOME CHRISTMAS BOOKS [A.], 613.
SOME EDUCATIONAL EXPERIMENTS IN NEW ZEALAND, by W. Lee [A.], 350.
SOME MODERN LANGUAGE SUCCESSES, by V. Mallinson [A.], 146.
SOME NOTES ON COUNTY COLLEGES, by E. A. Baker [A.], 432.
SOMERSET, clerical assistance for head teachers, 142; Burnham scales, 142; Report of the Education Committee, 606.
"SOUND CLASSICAL EDUCATION, A", by an ex-Headmaster [A.], 490.
SPEECH AND POETRY, in the school, 510.
SPEECH EDUCATION TO-DAY, by C. Sansom [A.], 216.
SPEECH TRAINING DAY BY DAY IN THE PRIMARY SCHOOL, by H. E. Royden [A.], 532.
SPEIGHT, W. L., Educational Films in South Africa [A.], 302.
STACK, V. E., The Teaching of English Composition [A.], 108.
Statistics relating to the War Effort of the United Kingdom, 4.
STOTT, R. W., Science in Education and Training [A.], Part I, 110; Part II, 168; [C.], 294.
STUART, A. H., Vocational Training Problems [A.], 198; Education and Training at the Royal Aircraft Establishment [A.], 320; Instructors for Building Trainees [C.], 396; Training for Industry [A.], 466; Building Crafts [A.], 611.
STUDIES IN THE PSYCHOLOGY OF LEARNING, by C. M. Fleming [A.], 418.
STUDYING STARS, by J. A. Lauweryś [A.], 420.
SURREY, Scheme of Divisional Administration, 140; comprehensive lower schools, 573.
SUTHERLAND, R., Health Education [C.], 346.
SWALLOW MIGRATING, by Babs Ross, 180.

Digitized by Google

TAYLOR, P. M., Science in Post-Primary Girls' Schools [A.], Part I: 11 to 16 Years, 336; General Science and Topics [C.], 588.
TAYLOR, S., Multilateral Schools [A.], 284.
TEACHER AS HEALTH-OBSERVER, THE, by a School Doctor [A.], 118.
TEACHER IN AMERICA, by C. Douie [A.], 466.
TEACHERS, Burnham proposals, 1, 104, 211; professional co-operation, 104; superannuation, 104; the Minister's message, 308; demobilization, 330, 570; a great opportunity, 330; new discoveries, 330; interchange, 360; school-mastering as a profession, 427, 428; salaries during period of demobilization, 476; emergency training schemes, 510, 570.
TEACHERS AND THE CHURCH (J. W. H. Brown) [C.], 398.
TEACHERS AND THE PRESS (L. Fletcher) [C.], 180.
TEACHING OF BIOLOGY, THE, by T. H. Hawkins [A.], 561.
TEACHING OF CITIZENSHIP, THE (R. James) [C.], 442.
TEACHING OF ENGLISH COMPOSITION, THE, by V. E. Stack [A.], 108.
TEACHING OF ENGLISH TO FOREIGNERS, THE (E. V. Gatenby) [C.], 395; (P. Gurrey) [C.], 494.
TEACHING OF MODERN LANGUAGES, THE [A.], 514.
TEACHING OF PHYSICS, THE, by J. A. Lauwerys [A.], 612.
TECHNICAL EDUCATION, degrees or national diplomas, 55; L.C.C. evidence to Percy Committee, 55; report of the Burnham (Technical) Committee on scales of salaries, 160; responsibilities of technical colleges, 272; growth of technical colleges, 332; boy builders in Kent, 510; training in timber technology, 510; exhibition of engineering inspection equipment, 606.
TECHNIQUE OF DISCUSSION, THE, by J. Macalister Brew [A.], 464.
TERRY, J. E., The Village Hall [A.], 389.
THIMANN, I. C., The Future of Language Teaching [C.], 68.
TOPICS AND EVENTS, 36, 88, 140, 192, 246, 308, 360, 409, 458, 508, 550, 602.
TRAINING COLLEGES, opening of Wall Hall, 310; visit of Mr. Richard Law to Exhall, 409.
TRAINING FOR INDUSTRY, by A. H. Stuart [A.], 466.
TRAINING OF TECHNICIANS, THE (T. Lloyd Humberstone) [C.], 72.
TRANSFORMATION OF THE TEACHING OF HISTORY AND RELIGION (N. Bentwich) [C.], 176.
TRAVELLING TEACHERS IN THE FALKLANDS [A.], 502.
TRAVIS, I. M., Penny Plain or Tuppenny Coloured? [A.], 116.
TURKEY, appointment of three British professors, 30; exhibition of photographs of British Educational Institutions, 186; first Educational Attaché in London, 186; foreign languages, 448.

U.S.A., American books in British libraries, 90; report of the President of Columbia University, 186; the elective system, 209, 210, 522, 523, 524, 525; article on "School in America" in *Transatlantic*, 210; 39th annual report of the Carnegie Foundation for the Advancement of Teaching, 302; selection of academic presidents, 429; International Student Assembly at Washington, 1942, 473; the 100 Books, 473, 474, 475, 522, 523, 524; annual report of the Office of Education, 511; Carnegie Hero Fund Commission, 511; "Treasure Chests" of children's books, 606.
U.S.S.R., celebration of Shakespeare anniversary in Armenia, 56; decoration of 5,000 school teachers for services in war-time, 212; reconstruction of the University of Dniepropetrovsk, 302; 220th Anniversary Meeting of the Academy of Sciences, 475, 476.
UNESCO, 569.
UNITED NATIONS EDUCATIONAL CONFERENCE, 412, 429, 481, 569.
UNIVERSITIES, graduates in industry, 54; Government and private grants, 103; recommendations of the National Union of Students, 160; memorandum of the Association of University Teachers, 211; Parliamentary representation, 331; release of arts and theology students, 458; the collegiate system, 475; importance of scientific research, 475; government, 602.
UNIVERSITIES AND EDUCATION FOR CITIZENSHIP, THE, by E. M. Hubback [A.], Part I—The Purpose of a University, 106; Part II—Moral Education for Citizenship, 165.
UNMACK, R. C., Parity of Conditions [C.], 496, 588.
UNRRA, *Review* for September, 1945, 606.

VE DAY, 269.
VJ DAY, 425.
VILLAGE HALL, THE, by J. E. Terry [A.], 389.
VISIT TO A NATIVE SCHOOL AT FORT USHER, RHODESIA, A, by G. H. Pumphrey [A.], 404.
VISUAL AIDS, *School Design*, 89.
VOCATION OR VACATION? (Simple Simon) [C.], 180.
VOCATIONAL TRAINING PROBLEMS, by A. H. Stuart [A.], 198.

WALES, Circulars 1 and 2, 128; Circular 3, 184; post-youth service, 184; parity of conditions of service for teachers, 348; adult education, 536; *Language Teaching in Primary Schools*, 592.
WALTON, C. S., Divers Thoughts on Vergil [A.], 197; The New Direct-Grant Regulations [A.], 273.
WARDS OF THE COMMUNITY, 383, 384.
WARWICKSHIRE, Burnham scales, 142; more scholarships for higher education, 362; parsons as teachers, 362; County Librarian's report, 410; adult residential college, 604.
WHYTE, A. G., Rationalism, Science, and Religious Education [C.], 16.
WILLIAMS, C. H., Anglo-Saxon England [A.], 560.
WILLIAMS, W. E., The Sequel to Army Education [A.], 59.
WILSON, E. F., British Education in Lourenço Marques [C.], 126.
WOODHEAD, E. W., Youth and Educational Change [A.], 92.
WORKERS' EDUCATIONAL ASSOCIATION, retirement of Prof. Tawney from the presidency, 2; appeal for £100,000, 310; annual report, 310.
WORLD YOUTH CONFERENCE, by J. Macalister Brew [A.], 578.
YAPP, B., Science in Education and Training [C.], 228, 344.
YEAXLEE, B., Adult Religious Education [A.] 558.
YOUNGMAN, N., and M. FEILD, Pictures for Schools [C.], 70.
YOUTH, Mr. Bevin on juvenile labour and vocational guidance, 332.
YOUTH AND EDUCATIONAL CHANGE, by E. W. Woodhead [A.], 92.
YOUTH SERVICE, Volunteers, 143; *A Policy for the Service of Youth*, 158; 1945 Recruitment Survey, 362; *The Purpose and Content of Youth Service*, 428, 429; statement on selection and training of youth leaders by the Standing Conference of National Voluntary Youth Organizations, 550; residential centre at Stafford House, 604; by L. R. Missen [A.], 609.

REVIEWS

ART AND HANDICRAFT

ARCHITECTURE AS A COMMUNAL ART (Sir Charles Reilly: 6d., Batsford), 322.
ART AND EVERYMAN (H. Adams; 1s., Batsford), 322.
BRITISH HANDICRAFTS (C. Marriott; 1s. net, Longmans), 515.
CHILDREN'S WORK IN BLOCK PRINTING (R. Tanner; 6s. net, Dryad Press, Leicester), 515.
DUTCH PAINTING (J. B. Manson; 8s. net, Avalon Press and Central Institute of Art and Design), 615.
FLEMISH PAINTING (E. Cammaerts; 8s. net, Avalon Press and Central Institute of Art and Design), 615.
TOY-MAKING (M. Early; 15s. net, Studio Publications), 515.
TOYS (J. Kay, C. T. White; 9s. 6d. net, University of London Press), 515.
WOODEN TOY-MAKING (W. M. Horton; 6s. 6d. net, Dryad Press, Leicester), 515.

BIOGRAPHY

DICTIONARY OF AMERICAN BIOGRAPHY (ed. H. E. Starr; Vol. XXI, Supplement I, 52s. 6d. net, Oxford University Press), 259.
FROM AN INSPECTOR'S BAG (A. J. Jones; 3s. 6d., Abbrevia, 29 Donald Street, Cardiff), 201.
FROM ONE GENERATION TO ANOTHER, 1839–1944 (H. Martindale; 12s. 6d. net, Allen & Unwin), 515.
HOUSE IN THE PARK, THE (F. D. Ommanney; 10s. 6d. net, Longmans), 198.
LIFE AND WORK OF JOHN TYNDALL (A. S. Eve, C. H. Creasey; 21s. net, Macmillan), 420.
MAINSTREAM (H. Basso; 10s. net, Constable), 260.

CLASSICS

AENID, Book 4 (P. Vergilius Maro, ed. H. E. Gould, J. L. Whiteley; 2s. 6d., Macmillan), 516.
CICERO: FIRST AND SECOND SPEECHES AGAINST CATALINE (ed. J. L. Whiteley; 2s. 6d., Macmillan), 516.
FIRST BOOK OF LATIN POETRY, A (H. W. Flewett, W. E. P. Pantin; 3s., Macmillan), 516.
POEMS FROM THE GREEK ANTHOLOGY (trans. F. Reid; 5s. net, Faber & Faber), 374.
RELEVANCE OF GREEK POETRY, THE (J. T. Sheppard; 8d. net, Oxford University Press), 374.
REPORT ON STANDARDS OF MARKING IN LATIN (1s. 6d., Educational Institute of Scotland), 516.
ROMAN VERGIL (W. F. J. Knight; 15s. net, Faber & Faber), 197.
SELECTIONS FROM FIVE ROMAN AUTHORS (ed. H. E. Gould, J. L. Whiteley; 2s. 6d., Macmillan), 260.
VERGIL—AENEID, Book 2 (ed. H. E. Gould, J. L. Whiteley; 2s. 6d., Macmillan), 260.

ECONOMICS

ECONOMICS (H. Clay; 6s. net, Macmillan), 610.
INTRODUCTION TO ECONOMICS (A. Cairncross, 12s. 6d., Butterworth), 610.
PLAN OF ECONOMIC DEVELOPMENT FOR INDIA, A (Sir Purshotamdas Thakurdas and Seven Others; Parts 1 and 2, 9d. each, Penguin Books), 318.
YOUR MONEY AND MINE (B. Ellinger; 5s. net; Nelson), 610.

EDUCATION

ACADEMIC MAN, THE (L. Wilson; 10s. 6d. net, Oxford University Press), 254.
ADULT EDUCATION AFTER THE WAR (4s. net, Oxford University Press), 369.
ADULT EDUCATION FOR DEMOCRACY (H. C. Shearman; 3s. 6d., Workers' Educational Association), 148.
AERONAUTICAL ENGINEER APPRENTICES, April, 1945 (Handley Page), 466.
ARTS FACULTIES IN MODERN UNIVERSITIES (B. Dobrée; University of Leeds), 258.
AUTHORITARIAN ATTEMPT TO CAPTURE EDUCATION, THE ($2.50; 16s. 6d. net; King's Crown Press, New York; Oxford University Press), 473, 556.
BOYS' GRAMMAR SCHOOL, THE (H. Davies; 6s., Methuen), 366.
BRITISH IDEALS IN EDUCATION (W. B. Inglis; 1s. 3d., Craig & Wilson), 369.
BUILDING APPRENTICESHIP AND TRAINING COUNCIL, Second Report (9d. net, H.M.S.O.), 468.
BUILDING SEX INTO YOUR LIFE (P. Popenoe; 25 cents., American Institute of Family Relations, Los Angeles), 373.
CATERING TRADES EDUCATION COMMITTEE INTERIM REPORT, March, 1945 (6d., 23 Queen's Gardens, London, W. 2), 467.
CHILDREN'S COMMUNITIES (1s., New Education Fellowship), 608.
COLUMBIA: AN AMERICAN UNIVERSITY IN PEACE AND WAR (F. W. Boardman, Jr.; $1.00; 6s. 6d. net; Columbia University Press; Oxford University Press), 150.
CONTENT OF EDUCATION, THE (8s. 6d. net, University of London Press), 368.
COUNTY AFFAIRS (R. Armfelt; 7s. 6d., The Pilot Press), 615.
EDUCATION FOR INDUSTRY AND COMMERCE: Building Crafts (1s. net; H.M.S.O.), 611.
EDUCATION: ITS DATE AND FIRST PRINCIPLES (Sir Percy Nunn; 7s. 6d. net, Arnold), 574.
EDUCATION—1944 AND AFTER (J. Strachan; 6d. net, Society of Friends), 202.
EDUCATION ACT, 1944 (G. D. Barker; 2d., National Society; S.P.C.K.) 560.
EDUCATION ACT, 1944 (H. C. Dent; 1s. 9d. net, University of London Press), 96.
EDUCATION ACT, 1944, THE (S. D. Simon; 1s., Gollancz), 323.
EDUCATION AND TRAINING (Royal Aircraft Establishment), 320.
EDUCATION OF INDIA, THE (T. N. Siqueira; 5s. 6d., Oxford University Press), 318.
ENCYCLOPEDIA OF MODERN EDUCATION (ed. H. N. Rivlin, H. Schueler; $10.00, The Philosophical Library of New York City), 374.
EXPANSION OF EDUCATION, THE (C. S. Walton; 1s., Lund, Humphries), 41.
FIRST MEMORANDUM ON EDUCATION OF YOUNG EMPLOYEES IN INDUSTRY (British Association for Commercial and Industrial Education), 468.
FUTURE OF ADULT EDUCATION, THE (Association of Tutors in Adult Education, Economics House, Leeds University), 201.
GENERAL EDUCATION IN A FREE SOCIETY ($2.00, Harvard University Press), 479.
GERMAN EDUCATIONAL RECONSTRUCTION, (1) Vocational Training in Germany (H. von Rauschenplat), (2) Experimental Schools in Germany (Minna Specht, A. Rosenberg) (1s. 6d. net each, Clarke), 516.
GUIDE TO THE EDUCATIONAL SYSTEM OF ENGLAND AND WALES, A (Ministry of Education Pamphlet No. 2) (1s. net, H.M.S.O.), 512.
HIGHER EDUCATION IN GERMAN-OCCUPIED COUNTRIES (A. Wolf; 6s. net, Methuen), 558.
HUMANITIES CHART THEIR COURSE, THE ($1.00; 6s. net; Stanford University Press; Oxford University Press), 475.
KINGDOM OF THE MIND, THE: ESSAYS AND ADDRESSES, 1903–1937, OF ALBERT MANSBRIDGE (ed. L. Clark; 12s. 6d. net, Dent), 150.

Digitized by Google

MISSION OF THE UNIVERSITY (J. Ortegay Gasset, trans. H. L. Nostrand; $2.00; 13s. 6d. net; Princeton University Press; Oxford University Press), 417.
MODERN TEACHING PRACTICE AND TECHNIQUE (J. H. Panton; 8s. 6d., Longmans), 368.
NEW LAW OF EDUCATION, THE (D. J. Beattie, P. S. Taylor; 21s., Butterworth), 150.
NURSERIES AND NURSERY SCHOOLS (V. C. Jones; 6d., Fabian Publications in conjunction with Gollancz), 608.
PLANNING — EDUCATION IN THE SERVICES (P.E.P.), 369.
PLANNING THE NEW NURSERY SCHOOLS (2s. 6d. net, University of London Press), 608.
PLAY AND TOYS IN NURSERY YEARS (B. Tudor-Hart; 3s. 6d. net, Routledge), 608.
POST-WAR EDUCATIONAL RECONSTRUCTION IN THE UNITED NATIONS (ed. I. L. Kandel; $3.70; Bureau of Publications, Teachers' College, Columbia University, New York), 332.
PROCEEDINGS OF THE INTERNATIONAL STUDENT ASSEMBLY HELD AT THE AMERICAN UNIVERSITY, WASHINGTON, D.C., September 2–5, 1942 (ed. W. A. Neilson; $2.75; 8s. 6d. net, Oxford University Press), 473.
QUEEN MARY COLLEGE (G. Godwin; 10s. 6d., The Acorn Press), 96.
RECONSTRUCTION IN THE SECONDARY SCHOOL (F. M. Earle; 8s. 6d. net, University of London Press), 367.
REDBRICK AND THESE VITAL DAYS (B. Truscot; 10s. 6d. net, Faber & Faber), 416.
RE-EDUCATING GERMANY (W. Richter; 21s. net, University of Chicago Press; Cambridge University Press), 370.
REORGANIZATION OF SECONDARY EDUCATION, THE (L. Bradley; 6d., English New Education Fellowship), 369.
REPORT OF THE COMMISSION ON HIGHER EDUCATION IN THE COLONIES (2s. net, H.M.S.O.), 500.
REPORT OF THE COMMISSION ON HIGHER EDUCATION IN WEST AFRICA (3s. net, H.M.S.O.), 500.
REPORT OF THE WEST INDIES COMMITTEE OF THE COMMISSION ON HIGHER EDUCATION IN THE COLONIES (1s. 3d. net, H.M.S.O.), 500.
SELECTION OF CHILDREN FOR SECONDARY EDUCATION, THE (Essex Education Committee), 94.
SEX EDUCATION (C. Bibby; 7s. 6d. net, Macmillan), 372.
SOCIAL APPROACH TO THE CURRICULUM, THE (C. Fletcher; 6d., English New Education Fellowship), 41.
SOME COMPARISONS BETWEEN UNIVERSITIES (2s. 6d. net, Blackwell, Oxford), 54.
TEACHER IN AMERICA (J. Barzun; Little, Brown & Co., Boston, in association with the Atlantic Monthly Press), 466.
TEACHING AS A CAREER (England and Wales) (3d. net, H.M.S.O.), 458, 512.
TO WHOM DO SCHOOLS BELONG? (W. O. Lester Smith; 10s. 6d. net, Blackwell, Oxford), 513.
TRAINING OF POST OFFICE ENGINEERING STAFF, THE (Post Office Engineering Union), 198.
TRAINING THE TODDLER (P. Edge; 5s. net, Faber & Faber), 616.
UPHOLLAND GRAMMAR SCHOOL (J. J. Bagley; 6s. net, University Press of Liverpool; Hodder & Stoughton), 374.
VOCATIONAL TRAINING PROBLEMS WHEN THE WAR ENDS (J. C. Wright; 10 cents, U.S. Government Printing Office, Washington, D.C.), 198.
WHAT ARE YOU GOING TO BE? (1d., Press and Publications Board of the Church Assembly), 559.
WILLINGLY TO SCHOOL (J. Newsom; 3s. 6d. Student Christian Movement Press), 149.

ENGLISH

ADVENTURES OF BRUNO AND HIS FRIEND CHIMP, THE (S. Gladstone; 6s., Dent), 150, 178.
AMERICAN LIFE IN LITERATURE (ed. D. Jessop; 1s. 8d., Nelson), 375.
ANGHARAD'S ISLE (M. G. Llewelyn; 10s. 6d. net, Murray), 260.
BARBARA LAMB (Cam; 5s. net, Lane), 46.
BATTLE OF THE PUMP AND OTHER PLAYS (C. A. C. Davis; 3s. net, Harrap), 45.
BEYOND THE CLAPPING MOUNTAINS (C. E. Gilham; 2s. 6d. net, Oxford University Press), 613.
BONNIE PRINCE CHARLIE (H. Tayler; 4s. 6d. net, Nelson), 614.
CHILDREN'S CHRONICLE, THE (D. M. Stuart; 7s. 6d. net, University of London Press), 46.
CURTAIN UP (N. Streatfeild; 7s. 6d. net, Dent), 47.
DANGEROUS TREASURE (N. Dale; 6s. net, Lane), 46.
ENGLISH LITERATURE: MODERN, 1500–1939 (G. H. Mair; Epilogue, 1914–1939, by A. C. Ward; 3s. 6d. net, Oxford University Press), 95.
FAMILIAR FIELDS (P. McArthur; 1s. 6d., Dent), 150.
FLAME IN THE SNOW (I. de Beausobre; 10s. net, Constable), 613.
INVITATION TO VERSE (sel. A. E. M. Bayliss; 2s. 6d., Harrap), 94.
LAUREL AND GOLD SERIES, 4 Vols. (various; 1s. 9d. each, Collins), 614.
LITERARY WAY, THE (R. C. Peat; 4s. 6d., Macmillan) 95.
MAGIC BED-KNOB, THE (M. Norton; 6s. net, Dent), 614.
MERCHANT VENTURERS (R. Finch; 5s. net, University of London Press), 614.
OLD ENGLAND AT PLAY (L. Feasey; 3s., Harrap), 45.
OLIVE AND THE SWORD, THE (G. Wilson Knight; 6s. net, Oxford University Press), 202.
PATERNOSTER PLAYS, THE, 5 Vols. (various; 7d. each net, Mathews & Marrot), 46.
PLAY WAY ENGLISH FOR TO-DAY: THE METHODS AND INFLUENCE OF H. CALDWELL COOK (D. A. Beacock; 8s. 6d. net, Nelson), 94.
POETRY FOR YOU (C. Day Lewis; 4s. 6d. net, Blackwell, Oxford), 375.
PUFFIN PICTURE BOOKS, 5 Vols. (various; 9d. each, Penguin Books), 613.
PUFFIN STORY BOOKS, 4 Vols. (various; 9d. each, Penguin Books), 613.
RATHINA (M. Cregan; 7s. 6d. net, Allen & Unwin), 46.
RECENT ONE-ACT PLAYS (sel. A. E. M. Bayliss; 3s., Harrap), 45.
SCHOOL CERTIFICATE ENGLISH (A. E. M. Bayliss; 3s. 6d., Harrap), 95.
SINK OR SWIM (L. A. G. Strong; 5s., Lutterworth Press), 614.
STORY OF BUTTERCUP FAIRY, THE (Cam; 5s. net, Lane The Bodley Head), 614.
SILVER TORCH SERIES, 4 Vols. (various; 1s. 3d. each, Collins), 614.
TALE OF A TADPOLE, A (C. Englefield; 3s. 6d. net, Murray), 614.
TEN SELECTED ONE-ACT PLAYS (chosen by M. H. Fuller; 3s., Harrap), 45.
THINGS PAST (M. Sadleir; 10s. net, Constable), 260.
TO MEET THE OCCASION (J. Greenwood, D. Carroll; 3s. 6d. net, French), 45.
VALLEY IN THE WOODS, THE (R. Noakes; 7s. 6d. net, Dent), 614.
WAGGON FOR FIVE (D. Severn; 7s. 6d. net, Lane), 46.
WEST-COUNTRY STORIES (A. L. ROWSE; 8s. 6d. net, Macmillan), 615.
YEAR'S WORK IN ENGLISH STUDIES, THE, Vols. XXII (1941) and XXIII (1942) (ed. F. S. Boas; 10s. 6d. net each, Oxford University Press), 420.

GEOGRAPHY

BACKGROUND OF PHYSICAL GEOGRAPHY, A (G. P. Kellaway; 8s. 6d., Macmillan, 616.
WORK OF MEN (T. Pickles; 2s. 9d., Murray), 616.

HISTORY

ANCIENT WORLD, THE (T. R. Glover; 9d., Penguin Books), 516.
ANGLO-SAXON ENGLAND (F. M. Stenton; 21s. net, Clarendon Press), 560.
ATLAS OF POST-WAR PROBLEMS, AN (J. F. Horrabin; 9d., Penguin Books), 320.
BUILDING OF ETERNAL ROME, THE (E. K. Rand; $3.50; 20s. net; Harvard University Press; Oxford University Press), 562.
CHARTERS OF THE PEACE (W. Arnold-Forster; 6s. net, Gollancz), 320.
CHINESE AND WESTERN CIVILIZATION (1s., China Campaign Committee), 376.
CREATIVE CENTURIES, THE (H. J. Randall; 17s. 6d. net, Longmans), 150.
DUTCH NATION, THE (G. J. Renier; 15s. net, Allen & Unwin), 151.
EASTERN PROVINCES OF POLAND, THE (Polish Ministry of Preparatory Work concerning the Peace Conference), 320.
ENGLISH COURTS OF LAW (H. G. Hanbury; 3s. 6d. net, Oxford University Press), 516.
ENGLISH LAW (J. L. Brierley; 6d. net, Oxford University Press), 516.
ENGLISH SPIRIT, THE (A. L. Rowse; 12s. 6d. net, Macmillan), 42.
ENGLISHMAN AND HIS HISTORY, THE (H. Butterfield; 3s. 6d. net, Cambridge University Press), 42.
EVOLUTION OF MODERN ITALY, THE (A. J. Whyte; 18s. net, Blackwell, Oxford), 261.
FEDERALISM AND THE PROBLEM OF THE SMALL STATE (Sir J. A. R. Marriott; 5s. net, Allen & Unwin), 318.
FRAMEWORK OF THE FUTURE, THE (L. S. Amery; 6s. net, Oxford University Press), 319.
GERMANY AND EUROPE (F. Darmstaedter; 12s. 6d. net, Methuen), 376.
GOVERNMENT OF GREAT BRITAIN AND THE DOMINIONS AND COLONIES, THE (A. E. Hogan, I. G. Powell; 5s., University Tutorial Press), 516.
HISTORICAL ASSOCIATION PUBLICATIONS, 6 Vols. (various; 7d. each to members, 1s. 1d. each to non-members, King & Staples), 375.
HISTORICAL SCHOLARSHIP AND HISTORICAL THOUGHT (G. N. Clark; 1s. 6d. net, Cambridge University Press), 42.
HISTORY OF THE PELOPONNESIAN WAR (Thucydides, ed. and trans. Sir Richard Livingstone in the World's Classics; 3s. net, Oxford University Press), 102.
HISTORY OF THE ROMAN WORLD FROM 30 B.C. TO A.D. 138 (E. T. Salmon; 20s. net, Methuen), 563.
MINIATURE HISTORY OF THE WAR DOWN TO THE LIBERATION OF PARIS, A (R. C. K. Ensor; 2s. 6d. net, Oxford University Press), 42.
ORIENT AND GREECE, THE (C. E. Phillips; 3s. 6d., Dent), 563.
OUR CONSTITUTIONAL FREEDOMS, I: CIVIL LIBERTIES (10 cents, National Foundation for Education in American Citizenship and Public Affairs Committee Inc.), 261.
OUR PRIVATE LIVES (America and Britain) (L. S. Florence; 6s. net, Harrap), 202.
OXFORD PAMPHLETS ON HOME AFFAIRS, Nos. H5, H7–H9 (various; 6d. net each, Oxford University Press), 421.
OXFORD PAMPHLETS ON WORLD AFFAIRS, Nos. 67–70 (various; 6d. net each, Oxford University Press), 421.
PROPOSALS FOR THE ESTABLISHMENT OF A GENERAL INTERNATIONAL ORGANIZATION AS SUBMITTED TO THE DUMBARTON OAKS CONFERENCE (Woodrow Wilson Foundation, New York), 320.
ROMAN PANORAMA (H. Grose-Hodge; 8s. 6d. net, Cambridge University Press), 562.
ROME AND THE MIDDLE AGES (C. E. Phillips; 3s. 6d., Dent), 563.
RUSSIA AND THE PEACE (Sir Bernard Pares; 9d., Penguin Books), 320.
SAXON AND VIKING (E. K. Milliken; 2s. 6d., Harrap), 563.
SHORT HISTORY OF INDIA, A (W. H. Moreland, A. C. Chatterjee: 21s. net, Longmans), 318.
SHORTER EUROPEAN HISTORY, A (G. W. Southgate; 3s. 3d., Dent), 563.
SPEECHES AND DOCUMENTS IN AMERICAN HISTORY (The World's Classics) (ed. R. Birley, Vol. I: 1776–1815, Vol. II: 1818–1865, Vol. III: 1865–1913; 3s. net each, Oxford University Press), 203.
STATESMAN'S YEAR-BOOK, 1945, THE (ed. M. Epstein; 30s. net, Macmillan), 516.
SUN YAT-SEN (P. Buck; 1s. 6d., China Campaign Committee), 376.
TOTAL PEACE (E. Culbertson; 12s. 6d. net, Faber & Faber), 319.
WAY OUT, THE (C. Rajagopalachari; 1s. net, Oxford University Press), 318.
WHY WE STUDY HISTORY (various; 1s. 1d., King & Staples), 42.
WILL THE PEACE LAST? (H. J. Laski; 4d., National Peace Council), 319.
WORLD GOVERNMENT—SHALL BRITAIN PARTICIPATE? (A. E. Farncombe, C. A. Dana; 1s. net, The British American Council for World Government Organization), 319.

MATHEMATICS

EXAMPLES IN ENGINEERING MATHEMATICS (S. H. Glenister, J. F. Middleton; 3s., Harrap), 324.
GENERAL MATHEMATICS (L. Turner; Book 2, 5s., Arnold), 324.
LOGARITHMS AND SLIDE-RULE WORK (T. H. Ward Hill; 2s. net, Pitman), 96.
MATHEMATICAL PROBLEM PAPERS (T. B. W. Spencer; Methuen), 517.
NUMERICAL TRIGONOMETRY (R. J. Fulford; 3s. 3d., University Tutorial Press), 96.
PRACTICAL ARITHMETIC AND MENSURATION (F. Castle, revised by F. G. W. Brown; 4s., Macmillan), 323.
SCHOOL CERTIFICATE ARITHMETIC (H. L. Jones; 2s. 6d., Arnold), 517.
TEACH YOURSELF ALGEBRA (P. Abbott; 2s. 6d. net, English Universities Press), 324.

MISCELLANY

ART OF SPEAKING FOR YOUNG PEOPLE, THE (E. Esdaile; 2s. 6d. net, Quality Press), 262.
CLARKE HALL AND MORRISON'S LAW RELATING TO CHILDREN AND YOUNG PERSONS (A. C. L. Morrison, L. G. Banwell; 32s. 6d., 1944 Supplement only, 3s., Butterworth), 152.
COUNTRY PLANNING (Agricultural Economics Research Institute, Oxford; 7s. 6d. net, Oxford University Press), 144.
DISCUSSION GROUP LEADER, THE (K. S. Spreadbury; 2s. net, Harrap), 465.
ELEMENTS OF SOCIOLOGY, THE (F. J. Wright; 6s. 6d. net, University of London Press), 376.
FIRE PRECAUTIONS IN SCHOOLS (G. Symonds; 1s. net, H.M.S.O.), 194.
"GLEANINGS", BEING THE CLUB HANDBOOK OF THE HERTFORDSHIRE YOUNG FARMERS, 1944–1945 (1s., Hertfordshire Education Committee). 47.
GUIDE TO YOUTH LEADERSHIP, A (C. R. Humphries, J. Hutcheson; 1s. 3d. net, University of London Press), 93.
HELP THEM TO SAFETY (Nuffield Organization), 562.
INSIDE INFORMATION (7s. 6d., Odhams Press), 152.

Digitized by Google

LEARN TO SPEAK (F. Surfleet; 1s. 6d., Headley), 262.
LIVING COMMUNITIES (free; National Council of Social Service), 554.
LOOK BEFORE YOU LEAP (Nuffield Organization), 562.
MEDICAL SCIENCE AND PHYSICAL EDUCATION (2s., Research Board for the Correlation of Medical Science and Physical Education), 43.
NEED FOR COMMUNITY CENTRES IN INNER AND OUTER LONDON, THE (2d., London Council of Social Service), 554.
OLD AGE IN THE NEW WORLD (E. D. Samson; 4s. 6d. net, The Pilot Press), 259.
ORGANIZED DISCUSSION (J. W. Musson; 5s. net, Crowther), 464.
PERSONNEL FUNCTION IN BRITISH INDUSTRY, THE (Personnel Administration), 376.
RECKONING WITH YOUTH (A. Armson, S. Turnbull; 6s. net, Allen & Unwin), 93.
RESIDENTIAL UNIT FOR TOWN AND COUNTRY PLANNING, A (C. B. Fawcett; 3s., University of London Press), 145.
ROAD ACCIDENT BULLETIN, No. 19 (6d., R.S.P.A.), 562.
ROUND THE CLUB-ROOM FIRE (ed. E. H. Hayes, R. G. Martin; 3s. 6d. net, Religious Education Press), 464.
RURAL YOUTH SERVICE, A (D. Edwards-Rees; 3s. 6d. net, Religious Education Press), 93.
SCHOOL LIBRARIES IN POST-WAR RECONSTRUCTION (1s. 6d., School Libraries Section of the Library Association and the School Library Association), 421.
SEX EDUCATION IN THE CLUB (L. E. Keating; 1s. 6d. net, Religious Education Press), 464.
SOCIAL SERVANT IN THE MAKING, THE (E. MacAdam; 6s. net, Allen & Unwin), 468.
SOCIAL STUDIES AND WORLD CITIZENSHIP (L. J. F. Brimble and F. J. May; 6s. net, Macmillan), 376.
SPEECH FELLOWSHIP "NEWS LETTER", THE, March, 1944 (Speech Fellowship), 262.
SPEECH RHYMES (C. Sansom; 1s., Black), 262.
TO START YOU TALKING (various; 6s. net, The Pilot Press), 464.
UNLESS WE PLAN NOW. Nos. 9, 10, 12–16 (various; 4d. net each, for the Association for Education in Citizenship by the English Universities Press), 465.
VILLAGE HALLS AND SOCIAL CENTRES IN THE COUNTRYSIDE (3s. 6d., National Council of Social Service), 554.
WAYS AND MEANS OF REBUILDING (ed. D. Tyerman; 8s. 6d. net, Faber & Faber), 564.
W.E.A. TOPICS FOR DISCUSSION, Introductory and Nos. 1–6 and No. 12 (various; 3d. each, No. 12, 4d., W.E.A.), 464.
WE WERE THE FOREIGNERS (R. L. Hayward; 8s. 6d., Wilding), 564.
WHOSE CHILDREN? (Lady Allen of Hurtwood; 1s. net, Simpkin Marshall), 159.
YOUTH COUB EPILOGUES (S. G. Hedges; 4s. 6d. net, Methuen), 93.
YOUTH ORGANIZATIONS OF GREAT BRITAIN, 1944–1945 (ed. D. Cooke; 8s. 6d. net, Jordan), 92.
YOUTH SERVICE IN AN ENGLISH COUNTY (L. J. Barnes; 2s. 6d. net, King George's Jubilee Trust), 609.

MODERN LANGUAGES

A TRAVERS L'ENFER (H. E. Bates; 2s. net, Cape), 101.
ADVANCED FRENCH CONVERSATION (C. E. Kany, M. Dondo; 1s. 6d., Heath), 146.
L'ARMÉE DES OMBRES (J. Kessel; 2s. 6d. net; 25 francs français, Editions Penguin), 324.
AU PIED DU MUR (A. Rauschning; 4s. net, Eyre & Spottiswoode), 101.
DECOMBRES ET SOUVENIRS (A. S. G. Butler; 2s. net, Constable), 101.
DERRIÈRE LES COMMUNIQUÉS (H. E. Bates; 2s. net, Cape), 101.
EN VOYAGE AVEC JACQUES LENORMAND (G. W. Spink; 2s. 3d., Harrap), 517.
ENFANTS DE FRANCE (E. Saxelby; 4s. 9d., Ginn), 146.
GUEST, THE (H. and F. Dash; 2s. 6d. net, Harrap), 147.
H.S.C. FRENCH COMPOSITION AND TRANSLATION (M. S. Stott; 7s. 6d., Nelson), 469.
HANDBOOK OF FRENCH PRONUNCIATION (A. Classe; 2s. 6d. net, Nelson), 146.
HISTOIRE DU CHEVALIER DES GRIEUX ET DE MANON LESCANT (L'Abbé Prévost; 5s. net, Cambridge University Press), 147.
HISTOIRE SINCÈRE DE LA NATION FRANÇAISE (3s. 6d. net; 35 francs français, Editions Penguin), 324.
ITALIAN LANGUAGE, THE (M. A. Pei; 20s. net, Columbia University Press; Oxford University Press), 321.
JALONS (J. Schlumberger; 2s. 6d. net; 25 francs français, Editions Penguin), 324.
LANGUAGE STUDIES AND INTERNATIONAL RELATIONS (J. O. Roach; 1s. 6d. net, Harrap), 203.
MADELEINE LEGROS ET SES COUSINS (N. H. Garrett; 2s., Harrap), 517.
PAROLES AÉRIENNES (6d. net, H.M.S.O.), 147.
PRINTEMPS NORVEGIEN, 1940 (S. Engstrand; 4s. 6d. net, Secker & Warburg), 101.
REPORT OF THE LINGUISTS' COMMITTEE OF THE MINISTRY OF LABOUR AND NATIONAL SERVICE (Appointments Department) (Chairman: Sir Philip Hartog), 514.
RETOUR DE LA SAINTE, LE (L. Aupperard; 2s. 6d. net; 25 francs français, Editions Penguin), 324.
SILENCE DE LA MER, LE ("Vercors", ed. T. Mark; 2s., Macmillan), 469.
SIMPLE APPROACH TO FRENCH VERBS, A (H. Gresham; 1s., Harrap), 146.
TEACHING OF GERMAN, THE (P. Hagboldt; 10s. 6d., Harrap), 321.
VACANCES FRANÇAISES, OU LES SOIRÉES DE BRETAGNES (F. Hedgcock; 3s. 6d., Bell), 517.
VERS DE FRANCE, DES (sel. L. A. Bisson; 9d., Penguin Books), 147.
WAR-TIME FRENCH (W. F. W. Whitmarsh; 1s. net, Harrap), 146.

MUSIC

CURIOUS CHARACTER DANCES (A. Heyworth, K. M. Powell-Tuck, K. M. Wollaston; 4s. 6d. net, Arnold, Leeds), 48.
HALLOW'EN (I. Gass, H. Brook; 3s., Oxford University Press), 377.
INTELLIGENT LISTENING TO MUSIC (W. W. Johnson; 7s. 6d. net, Pitman), 256.
INTRODUCTION TO COUNTERPOINT (R. O. Morris; 4s. net, Oxford University Press), 47.
JOY AND MEMORY (R. Milford; 4s., Oxford University Press), 377.
LISTENING TO MUSIC (F. J. Horwood; 6s., Dent), 256.
LIVES OF THE GREAT COMPOSERS (ed. A. L. Bacharach; Vols. 2 and 3, 9d. each, Penguin Books), 48.
LUDWIG BEETHOVEN AND THE CHIMING TOWER BELLS (O. Wheeler; 8s. 6d. net, Faber & Faber), 614.
MR. PEPYS AND HIS MUSIQUE (I. Bennett; 2s. net, The Shakespeare Head Press, Oxford), 564.
OPERA TUNES TO REMEMBER (F. M. Clark; 2s., Nelson), 48.
OXFORD UNIVERSITY PRESS SONGS, 262.
PHYSICS OF MUSIC, THE (A. Wood; 21s. net, Methuen), 564.
PSYCHOLOGY FOR MUSICIANS (P. C. Buck; 7s. 6d. net, Oxford University Press), 48.
STEP BY STEP SIGHT READER, THE (A. Howe; Book 4, 5d., cloth, 8d., Paxton), 204.
STORIES OF GREAT MUSIC (J. Horton; 2s. 3d., Nelson), 48.
TEACH YOURSELF MUSIC (K. Palmer; 3s. net, English Universities Press), 564.

PHILOSOPHY

HUMANITIES AFTER THE WAR, THE (ed. N. Foerster; $1.50; 10s. net; Princeton University Press; Oxford University Press), 102.
INTELLECTUAL CO-OPERATION: NATIONAL AND INTERNATIONAL (I. L. Kandel; $1.25, Bureau of Publications, Teachers' College, Columbia University, N.Y.), 102.
PHILOSOPHICAL COMMENTARIES (G. Berkeley, ed. A. A. Luce; £3 13s. 6d. net, Nelson), 95.
READING AND REASONING (J. W. Musson; 3s. 6d. net, Crowther), 564.

PSYCHOLOGY

DEVELOPMENTAL APHASIA IN EDUCATIONALLY RETARDED CHILDREN (M. Macmeeken; 3s. net, University of London Press), 418.
MIND OF THE CRIPPLE, THE (1s. 6d., Child Guidance Clinic), 419.
NEW WAY OF LIFE, A (M. March; 6d. net, Chaterson), 419.
PSYCHOLOGY AND THE SOLDIER (N. Copeland; 5s. net, Allen & Unwin), 264.
RETROACTIVE INHIBITION (E. J. Swenson; $0.15, University of Minnesota Press), 418.
STUDY OF THE FACTORS INFLUENCING THE GENERAL DEVELOPMENT OF THE CHILD DURING THE PRE-SCHOOL YEARS BY MEANS OF RECORD FORMS, A (A. H. Bowley; 12s. 6d. net, Cambridge University Press), 254.
TEACHING THE INDIVIDUAL (R. L. Munroe; 20s. net, Columbia University Press), 254.
TOTAL WAR AND THE HUMAN MIND (A. M. Meerloo; 5s. net, Allen & Unwin), 263.
USING A RESOURCE UNIT (I. J. Quillen; Washington, D.C.: National Association of Secondary School Principals; National Council for the Social Studies), 419.

RELIGIOUS KNOWLEDGE

BIBLE BACKGROUND BOOKS, 4 Vols. (H. W. Whanslaw; 9d. each, Religious Education Press), 614.
BIBLE PLAYS FOR LITTLE PLAYERS (A. S. Westley; 2s. 6d., National Society S.P.C.K.), 264.
CHILDREN'S LIFE OF CHRIST, THE (E. Blyton; 7s. 6d. net, Methuen) 200.
CHRISTIANITY IN ENGLAND (C. A. Alington; 4s. net, Oxford University Press), 200.
CHURCH AND ADULT EDUCATION, THE (1s., National Society), 558.
HERALDS OF GOD (J. B. T. Davies; 5s. net Student Christian Movement Press), 200.
KEY TO CHRISTIAN EDUCATION, THE (3d., Press and Publications Board of the Church Assembly), 560.
LOVELIEST FRIEND, THE (J. M. Macdougall Ferguson (2s. 6d. net, Religious Education Press), 377, 412.
NATIONAL BASIC OUTLINE OF RELIGIOUS INSTRUCTION (2d., N.U.T.), 469.
NEW TESTAMENT LECTIONARY FOR SCHOOLS, A (T. C. Heritage; 1s. 6d. net, Student Christian Movement Press), 200.
OTHER STORIES JESUS HEARD (B. C. Krall; 3s. net, Religious Education Press), 614.
RE-EDUCATING ADULTS (R. E. Parsons; 1s. 6d., C.C.M.F.), 559.
SCHOOL ASSEMBLY, THE (J. M. McDougall Ferguson; 6s. net, Religious Education Press), 200.
SOURCE BOOK ON CHRISTIAN EDUCATION AS RELATED TO THE COLLEGES AND THEOLOGICAL SEMINARIES OF THE CHURCH (H. H. Sweets; Presbyterian Church in the U.S., Louisville, Ky.), 517.
STORIES OF FAVOURITE SAINTS (B. C. Krall; 3s. net, Religious Education Press), 200.
TALES FROM THE BIBLE (E. Blyton; 6s. net, Methuen), 200.
TEACHERS' GUIDES TO RELIGIOUS EDUCATION (various; Infants, 5s. net, Juniors, 5s. and 4s. 6d., Seniors, 4s. 6d. net, Religious Education Press), 200; JESUS AND THE KINGDOM (E. H. Hayes; Vol. 2, 4s. net and 3s. 6d. net, Religious Education Press), 324.

SCIENCE

BRITISH AGRICULTURE (L. F. Easterbrook; 1s. net, Longmans), 562.
CAMBRIDGE SYLLABUSES IN BOTANY, ZOOLOGY, BIOLOGY (6d., Cambridge University Press), 561.
EASY OUTLINE OF ASTRONOMY, AN (M. Davidson; 2s. 6d., Watts), 420.
ELEMENTARY MATHEMATICAL ASTRONOMY (C. W. C. Barlow, G. H. Bryan, Sir H. S. Jones; 12s. 6d., University Tutorial Press), 420.
EXPERIMENTAL PHYSICS (H. Bellamy; 8s. 6d., Methuen), 612.
FARMER'S ANIMALS, THE (F. H. Garner; 3s., Cambridge University Press), 372.
FARMING MONTH BY MONTH (J. Gunston; 8s. 6d. net, Methuen), 372.
GUIDE TO THE STARS (H. Macpherson; 6s. net, Nelson), 420.
HEAT (W. G. Davies; 3s. 6d., Blackie), 612.
HEAT AND HEAT ENGINES FOR TECHNICAL SCHOOLS (F. Jowett; 5s., Harrap), 612.
HUMAN PHYSIOLOGY (K. Walker; 9d., Penguin Books), 373.
IN YOUR GARDEN (C. H. Middleton; 1s. 6d., E. J. Arnold, Leeds), 372.
MANURES FOR THE WAR-TIME GARDEN (S. B. Whitehead; 2s. net, Collingridge), 372.
OUR FOOD FROM FARM TO TABLE (L. Edwards; 2s. 6d., Methuen), 372.
PHYSIOLOGY OF SEX, THE (K. Walker; 9d., Penguin Books), 313.
PRACTICAL ACOUSTICS AND PLANNING AGAINST NOISE (H. Bagenal; 7s. 6d. net, Methuen), 421.
RABBIT, THE (F. W. Jones; 1s. 6d., Dent), 561.
READERS IN ELEMENTARY BIOLOGY (C. B. Rutley, L. J. F. Brimble; Winter Book 2s. 9d., Macmillan), 561.
SCHOOL CERTIFICATE PHYSICS (A. S. White; 5s., Dent), 612.
SCHOOL PHYSICS (T. M. Yarwood; Part I, 5s., Macmillan), 612.
SOFT FRUIT GROWING FOR THE AMATEUR (R. Bush; 9d., Penguin Books), 372.
TEACH YOURSELF BEE-KEEPING (A. N. Schofield; 3s. net, English Universities Press), 562.
TEACH YOURSELF ELECTRICITY (C. W. Wilman; 3s. net, English Universities Press), 612.
TEACH YOURSELF PHYSICS (W. Railston; 3s. net, English Universities Press), 612.
TEACHING SCIENCE IN SCHOOLS (J. Brown; 4s. 6d. net, University of London Press), 421.
THOMSON'S OUTLINES OF ZOOLOGY (revised by J. Ritchie; 28s. net, Oxford University Press), 561.
WORKED EXAMPLES IN PHYSICS (L. J. Freeman; 6s., Hutchinson), 612.
YOUNG FARMERS' CLUB BOOKLETS, Nos. 11–14 (various; 9d. each, N.F.Y.F.C.), 371.
YOUNG GARDENER, THE (W. J. C. Lawrence; 6s. net, Allen & Unwin), 371.

Printed in Great Britain by THE CAMPFIELD PRESS, St. Albans; and published by THE OXFORD UNIVERSITY PRESS, Amen House, Warwick Square, London, E.C. 4.

Digitized by Google

E
p. 2
0

THE JOURNAL OF EDUCATION

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 906 JANUARY 1945

Editor: E. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD. Tel.: 47947

PRICE 1s. 3D. POSTAGE 2D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	1
THE BURNHAM PROPOSALS. *By S. B. Lucas*	5
THE MINISTRY OF EDUCATION DRAFT BUILDING REGULATIONS. *By C. Birchenough*	6
EDUCATION FOR DEMOBILIZATION. *By a Correspondent*	9
REFLECTIONS OF AN ELEMENTARY SCHOOL TEACHER. *By N. W. T. Riley*	10
RESEARCH AND SCHOOL WORK—HISTORY. *By C. M. Fleming*	12
CORRESPONDENCE	14
Nazi Text-books and the Future; Rationalism, Science, and Religious Education; The Future of Language Teaching; Educational Pamphlets; Education and the United Nations; American History in a British School; Multilateral Schools and U.S.S.R.	
SCOTLAND	24
EMPIRE AND FOREIGN NEWS	26
The Development of Education in the Central Asian Soviet Republics; Canadian War-time Educational Methods.	
EDUCATIONAL MEETINGS	30
PERSONAL NOTES	34
TOPICS AND EVENTS	36
NEW BOOKS	41
Multum in Parvo; Clio and Her Admirers; "His Heart is There"; Physical Education; The Play's the Thing; Some More Christmas Books.	

NOTES AND COMMENTS

The Burnham Proposals

THE National Union of Teachers, at a special conference in the Central Hall, Westminster, gave its unqualified acceptance to the proposals of the Burnham Committee for the salaries of teachers in primary and secondary schools. There were only three dissentients out of more than 2,000 delegates. The proposals have also been accepted, without a dissentient vote, by a special Council meeting of the Association of Teachers in Technical Institutions. The Education Committee of the London County Council—and a number of other authorities—have also signified their approval of the proposals. *The Times*, in a leading article on December 7, remarked that "acceptance of the scales by these large and influential bodies, one on either side of the table, should do much to secure the general endorsement by all the constituent associations". We publish in this issue an article pleading for an increase in the allowances for graduates. We should welcome such an increase, and observe with interest that Mr. Butler has agreed to receive a deputation from the University Members' Committee of Members of Parliament, who will urge that the present proposals without such amendment are likely to arrest the flow to the schools of better qualified teachers. At the same time we trust that no action will be taken which will prevent the general endorsement of the scales. They offer substantial increases for most teachers: they are due to come into operation on April 1 next, and, as *The Times* says, "the alternatives, a return to local bargaining or intervention by the Government, cannot be contemplated with equanimity".

The Minister with the A.E.C.

QUITE appropriately the Minister used the occasion of the Annual Meeting of the Association of Education Committees recently for utterances of some importance concerning both principles and procedure. On questions of principle at least three of his dicta stand out. Agreeing that, at a point where the effects of war-time restriction and dislocation combine with the preparatory stages of a new order to produce a quite abnormal situation, a large measure of improvisation is unavoidable, he nevertheless warned against its effects. "The educational edifice, like any other building, will not stand secure for long if it rests on improvised foundations." The warning is timely. The danger that improvisation may become a habit is by no means unreal, harassed as the responsible agents now are. Indeed, we shall all have to be on the alert against its insidious influences and that not in the field of education alone. The risk is that we may become 'utility' minded (fateful and ironical word!) and accept all too readily second- or third-rate improvisation as though it were standard

Digitized by Google

and normal. The emergency scheme for the training of teachers is perhaps the most conspicuous example. It would be an exaggeration to say that we can be well satisfied with the scheme itself or with present indications of the manner in which it is being worked out. The backward slide is so fatally easy and present risks must be closely watched.

Partnership and Diversity

AFTER a brief survey of what had been achieved by the Act itself and of measures collateral with it such as reform of the system of teacher-training and provision for juvenile employment, extension of the milk and meals schemes as part of the social insurance plan, and some development of the health service, the Minister declared: "Now my message of to-day is that we must stick together and have patience in order to carry forward this glorious programme into a lasting achievement". That "sticking together", in taking on a new form, takes on also a new importance. However great may be the accession of power and authority with which the Act now invests the Minister, he will need the confidence and co-operation of the local authorities more than ever. So it is good to have his assurance on the point, as well as the further assurance that the whole system of local government will shortly be due for overhaul. The third point of principle, a reaffirmation of the case for diversity, is related to this matter. Divisional executives and excepted districts, wisely and imaginatively administered, may well serve to sustain a healthy diversity. But two dangers must be guarded against here, that of pushing variety to the point where it defeats the purpose of national planning, and the still subtler danger of the plea of diversity being used to secure the entrenchment of some obsolete and obstructive survival. The diversity which is a product of abounding vitality is a very different thing from that.

Building

IN both senses of the word the Minister had much to say about building. In the more material sense he pointed out that the new Regulations do not insist upon uniform patterns. A certain discretion is permissible. The limits of diversity are well illustrated here. They are, in the main, twofold. There is first the limit set by the paramount need to achieve and maintain a truly national system. So we are glad to find the Minister saying: "I am sure we should make education a national concern". Secondly, there is the even more pressing need to set up and maintain *standards*, in whatever form they may find practical expression, so as to have done once for all with black lists of any kind. We are sure the Minister realizes that on both these counts he will have again and again to stiffen his back in the face of specious pleas for 'diversity', or for some special consideration for hard cases. The loser from any kind of relaxation is always the child. About building in the less material sense the Minister said very truly that we shall need to define where the State begins and where it ends. The State, as such, can never of itself actually educate. It can do no more than create the conditions under which healthy education can proceed. But in this country we are as yet by no means agreed about the place of the State in education. Two sharply opposed views are taken by different sections. We wonder what the Minister proposes to do about them.

Mr. Churchill and the Public Schools

THE Prime Minister, addressing the boys of Harrow School, has voiced in the splendid language which is one of his greatest gifts to this nation the ideals for which *The Journal of Education* has never ceased to fight. In *The Daily Telegraph* of December 4, 1944, he is reported to have said: "We are united as a nation as we have never been before and as no other nation is in any part of the world. Let us keep that true sense of unity. Let us feel that brotherhood that knows no barriers. It is by broadening the intake, and the schools becoming more and more based upon aspiring youth in every class of the nation and coming from every part of the land—it is by that you will preserve all the traditions and inspiration which are gathered in the great public schools. I hope and trust that after the war is over there will not only be a Harrow Fund to help the sons of Old Harrovians to come to the school, but that the institution of scholarships may, from all over the country, bring the youth of our nation to enjoy our songs, our amenities, our memories". The Prime Minister has assuredly strengthened the hands of the Minister of Education in meeting the opponents of the Fleming Report whose alleged demands for State funds without State scholars (or to be precise with State scholars only if in their unfettered discretion they choose to admit them) are the subject of ironic comment in *The Times Educational Supplement* of December 2.

W.E.A.

THE retirement of Professor Tawney from the presidency of the W.E.A. is not an event which can be allowed to pass without notice. Together with his close friend and associate, the Archbishop, whose irreparable loss we still mourn, he has made it quite unnecessary to give to the initial letters any further elaboration. There are not many other groupings of initials of which the same can be said. Particular interest attaches to his recent presidential address, a copy of which we have been glad to receive. The interest is something more than the melancholy kind which attaches to a valediction. It arises also from the play of a sensitive and experienced mind upon the work and purposes of the W.E.A. at a time when all educational purposes and organizations are undergoing revision. Professor Tawney's considered views at such a time have more than ordinary importance. So we are especially glad to note that he advised the Association to "play to the score . . . and give a sympathetic reception to all sincere attempts to enlarge educational opportunity, whether their objects and methods are its own or not". The advice was accompanied by the balancing counsel that, at the same time, the Association "should be clear as to its own aims and resolute in pursuing them". An admirable prescription, we think, for any live educational organization at such as time as this. But it must also be remembered that even aims, while remaining self-consistent, may need some restatement in view of the changed context in which they have to be pursued.

Digitized by Google

WE would not presume to arrogate to ourselves a function which is very peculiarly Professor Tawney's own by tendering our own advice to a body so experienced and so successful in its own field. But we may be allowed to endorse one or two of the implications of Professor Tawney's own account of his Association's work and spirit. He stresses very justly its democratic basis and the catholicity of its attitude to all varieties of belief and opinion. It is often pointed out that, in general, provision for the education of the rank and file in England has come from above. It has not sprung, like the trade unions, from the people themselves. To this the W.E.A. is a glowing and precious exception, to be treasured as such. Not only must its spirit be multiplied if education at mature levels is to advance and expand through its own energies. Widespread experiment with unconventional and less exacting forms of adult education is now going on. In regard to all this the W.E.A. has a twofold duty. On the one hand it has to serve as a firmly-fixed security-peg against any sagging of standards at the higher levels. On the other hand it must be prepared to extend its provision in order to accommodate those who, starting in the humbler, more informal way, come to feel the need for serious courses of study governed by the high standards which the W.E.A. sets. Such a gleaning from the mass is, we think, likely to be considerable; the W.E.A. may well garner a crop from ground fertilized by methods less standardized and rigorous than those which it rightly keeps for its own.

W.E.A's Contribution

THE coming reorganization of the secondary stage of education will throw fresh responsibility upon the Junior Schools. Freed from the incubus of the Special Place examinations they will be able to turn to their proper tasks. There will no longer be any excuse for burdening the youngsters with formal work unsuited to their years, nor for insisting upon an unseasonable and mechanical proficiency in the tool subjects. At last the way is open to drastic reform of what has too long been the Cinderella of the system. The way, however, will be hard and guidance is badly needed. We therefore welcome with particular pleasure an excellent Report prepared by a Joint Committee convened by the Association of Assistant Mistresses. In brief compass, the problems of the Junior School are surveyed and the lines along which solutions are to be looked for are indicated. The Committee insist upon the importance of building schools within which free and enlightened methods of teaching can be adopted, and of providing books and other equipment on a really generous scale.

The Junior Schools

THE Committee point out that the most urgent need in the Junior School is a great reduction in the size of classes. This is a *sine qua non* of true progress. And how are the teachers to be trained? In Scheme A of the McNair Report, says the Committee, "we have the framework for the reorganization of training-colleges which will break down isolation, give opportunities for the wide development of educational research, and provide both a liberal education of the young adults whom they are training and a professional curriculum for the specific needs of primary and secondary schools". Perfectly true and well said. Unfortunately, it seems that these sentiments find little echo in university circles, and that the concern for social welfare which animated the Committee is not felt everywhere. It now looks as if a third scheme—aptly named Scheme C since it is less liberal than Scheme B—is being canvassed. If it is accepted, many of the aspirations which found place in this Report are little likely to be realized.

Supply and Training of Teachers

IS drama to be promoted to the level of music and painting and poetry in the hierarchy of university education? That is the first question raised by the proposal to send to the United States a commission to study and report upon the working of departments of drama in certain American universities. The commission is to make recommendations in regard to the possible establishment at Oxford of a department which will concern itself with the art of drama, which term is to include dramatic art as practised through the medium of films as well as through that of the stage. This definition is important. By the inclusion of films it becomes clear that it is the art of acting that is to be the main subject for consideration. Dramatic art has long been the subject of study as a form of literature. It would hardly be possible to study films as a form of literature. Their artistic and educational value is derived from their power to rouse emotion through the medium of actual vision, as contrasted with that of poetry or prose which reaches the emotions through the imagination, or music which reaches them through the ear. The ultimate effect of these different media may be the same: artistically speaking their purpose is to purge, to deepen, and to refine feeling. The essence of dramatic art, whether it uses the stage or the film, is that it relies for its artistic effect primarily on visual presentation. The literary quality of what is portrayed is secondary. A bad play or picture can be given definite artistic value by the quality of its presentation, and thus the art of drama can completely fulfil its educational function only if it is employed as drama and not as literature.

Oxford and the Drama

THIS distinction has been overlooked in some educational practice. In adult education, for instance, drama has been regarded as an acceptable form of study only when treated as an aspect of literature or history. But, under the official regulations for adult education, the practice of drama—that is the study of how to communicate thought, experience, and beauty through the acting of plays—has not been accepted as a fit study for grown-up people. This is as though music were regarded as a fit subject for study only if the students do not learn to perform it, or painting if no use is made during class-hours of a paint-brush. Unfortunately this is exactly the attitude which has been far too widely adopted. Until recently a concert was not recognized by the Customs and Excise Department as "educational" unless it was preceded by a lecture. In other words, it was

The Practice of Drama

Digitized by Google

talking about music that was considered to be educational but not the making of it. This is bad enough, but what is worse is that this view is held within circles from which something more enlightened might be expected. For instance, the conception is far too prevalent that a higher place in the hierarchy of educational value should be given to lectures on painting or on the appreciation of music than to courses of instruction in the practice of either art.

IT is this attitude towards art as a whole, not towards dramatic art only, that needs changing. There is indeed a growing recognition of the educational value for young children of painting, acting, and singing, but it cannot be said that there is as yet any general recognition of the fact that it is through the practice of the thing called art that man finds the most potent means he possesses of educating his sensibilities, disciplining his emotions, and refining his perceptions. Is it too much to hope that the commission will be able to initiate through Oxford University a movement that will make us recognize the impoverishment in our national life which results from the neglect of one of the most powerful instruments we possess for cultivating standards of quality in the human mind ? It is almost a platitude that it is by its artistic output that the quality of a civilization is judged, and yet we continually forget it. Can it be that the move to establish a school of dramatic art at Oxford is a cloud, no bigger as yet than a man's hand, which presently will result in bringing cool, refreshing, and nourishing rain to our parched and arid artistic consciousness ?

Educational Values

FEW White Papers can be confidently recommended for use in schools and universities, but it is much to be hoped that every school will acquire and exhibit Cmd. 6564, *Statistics Relating to the War Effort of the United Kingdom*. Rarely can such a mass of information have been assembled in so convenient a form, and the admirable Charts can readily be explained to any intelligent child of 11. Hitherto we have heard of the epic valour of our fighting forces, our merchant navy, our civil defence workers. Here is the record of a nation which in defence of its liberties and way of life has called on every man and woman to toil and sacrifice. Tables do not often move the emotions, but it may safely be predicted that Table 25, *Civilian Consumption of Principal Foodstuffs* and Chart XII, *Personal Expenditure on Certain Classes of Consumers' Goods*, in their revelation of sacrifices willingly incurred will excite the admiration of generations yet unborn. On May 13, 1940, Mr. Winston Churchill told the House of Commons : " I have nothing to offer but blood, toil, tears and sweat ". The White Paper shows that we have grudged nothing, and given all.

Britain at War

THE export trade which we have sacrificed will, we hope, in time be regained. (In 1938 we exported 44,123 motor-cars ; in 1943, 29). But there is one item which may be in danger of being overlooked : *Books*, 1938, 613,000 cwts. ; 1943, 121,000 cwts. All the world is crying out for our books ; they represent not only so many pounds earned abroad by which to pay for our food but also a spiritual and moral asset which is of incalculable value. It is to be hoped that this aspect will not be overlooked by the Government in determining the priorities of release of raw material and labour. The books are written ; they could be put into the printing presses to-morrow ; all travellers returning from the Dominions and other nations tied to us by old friendship agree that at no time in history has the good will towards us been so sincere, and the interest in us so great. It would be a tragedy if this store of friendship was allowed to seep away by neglect. The industries which count their output in thousands of tons should not on that account alone be given priority of men and material over industries which count their output in thousands of cwts. One cwt. of copies of *Romeo and Juliet* occupies the same amount of shipping space as one cwt. of sodium compounds, but, on a long term view, even if economic interest alone is taken into account, it would be worth while to give priority to the former. We are glad to know that the Government have undertaken to review the situation.

Export of Books

IN this country we do not take the philosophy of education as seriously as we should. The Roman Catholics are an outstanding exception ; and in its pamphlet *Education, a Catholic View*,* the Committee of the Sword of the Spirit states very clearly the principles upon which the Roman Catholic claims are based. God entrusts children to parents, who are responsible for their upbringing, and, in so far as parents must delegate this task in part to teachers, they have an inalienable right and duty to ensure that these teachers shall be sincere, practising Christians. With the general theory most Christian people, and many who do not call themselves so, would cordially agree. The rub comes when the characteristic exclusiveness of Roman Catholicism appears. Can an Archbishop of Canterbury be trusted to teach the Sermon on the Mount to Roman Catholic children, or a Methodist local preacher be a really satisfactory teacher of chemistry or arithmetic in a Roman Catholic school ? The building costs which Roman Catholics will incur under the Act are estimated at £10,000,000, but they can obtain this sum on loan at the same rate of interest as a local education authority, and the annual charges for interest and amortisation come down to something like £250,000. It is true that they pay for their own schools while contributing like other citizens to the provision of schools to which they cannot conscientiously send their children ; but it is equally true that these other citizens contribute towards the maintenance of Roman Catholic schools to which they are unwilling to send their children, and at which their sons and daughters cannot hope to be appointed as teachers. In a compromise like that effected under the Act each side must be content to surrender some part of what it regards as its just demands.

The Roman Catholic View

* 6d. "Sword of the Spirit," 68 Gloucester Place, London, W. 1.

Digitized by Google

THE BURNHAM PROPOSALS

By S. B. LUCAS, Editor, A.M.A.

THE proposals of the Burnham Committee, briefly outlined in the editorial columns of this journal last month, have received such wide publicity that it is unnecessary to describe them in detail. Their essential feature is a considerable and long overdue increase in the salaries of the rank and file of teachers —it may be remarked that the new suggested minimum of £300 was the maximum of the provisional minimum scale adopted when the Burnham Committee was first set up twenty-five years ago. No dissentient voice has, so far as I know, been raised against this improvement, and the secondary school teachers have been among the first to recognize that it is a right and proper thing for the largest increase to go to the lowest paid members of the profession.

The controversy which has arisen, and is still raging as these words are being written, is concerned with what should be paid over and above the ordinary scale to the possessor of a university degree. The attitude adopted by the representatives of the local authorities was (to quote *The Times Educational Supplement*) : " We are prepared to pay a fair amount for additionally valuable services, but not much for paper qualifications or extra training unless these result in particularly valuable work." The representatives of the secondary school teachers, on the other hand, state that in their view the allowances for extra qualifications, and in particular for a university degree, are totally inadequate. For this reason they have unanimously refused to recommend their associations to accept the proposed scales.

To what extent is public opinion, so far as can be judged from the press, on the side of this protest ? At first, the general improvement promised by the new scales gained such universal approbation that the views of the secondary school teachers tended either to be ignored or to be discounted as representing those of a disappointed section. But the flood of correspondence which has poured into the papers has had some effect, and it is now possible to say that the contentions of the secondary branch of the profession are recognized as having at any rate some validity.

Now this issue is of supreme importance. It is all very well to deride paper qualifications, and to say, as *The Times Educational Supplement* does, that there has been far too much emphasis in the teaching profession upon qualifications, and too little upon quality of performance. But does not quality of performance depend very largely on qualifications ? What many of us have looked forward to is a profession staffed by men and women possessing a cultural background far exceeding the bare necessities of their daily work. Let it be granted that a person highly qualified academically does not always make a good teacher. Is the proportion of such teachers so high as to make it undesirable to encourage graduation ? And here let me make the point that the secondary associations are not fighting merely for their own interests. They want to see an increasing number of graduates in *all* schools. This would be the true levelling-up. And they are greatly concerned lest the ' qualified ' teacher, of whom no definition at present exists, should not reach a standard which would enable the profession to become equal in status to, say, the medical and legal professions.

But, of course, the teachers in the present secondary schools are not concerned solely with the interests of the whole profession. They must have a special regard also for the future of the schools in which they are working. Let me repeat that they welcome the considerable advance to be granted to teachers in general. But they contend that the graduate additions for both men and women, especially for those whose work is done in the higher forms of secondary schools, are totally inadequate and, in their discrimination between men and women, inequitable. For a man who has taken an approved four-year course the scale is £345—£15—£585 ; for a three-year course, £330—£15—£570 ; and for less than a three-year course, £315—£15—£555. The corresponding figures for women are £306—£12—£468 ; £294—£12—£456 ; and £282—£12—£444. Moreover, this graduate allowance is to be merged in the extra allowances that may be made for special responsibility—a very vicious principle. The four Associations contend that such terms will fail entirely to attract teachers of the required calibre.

It would be out of place in a short article to attempt even to summarize the mass of statistics whereby the secondary teachers support their case, but one or two outstanding points may be mentioned. In addressing the annual meeting of the Association of Education Committees, Alderman Byng Kenrick, who is the Leader of the Authorities' Panel, said : "As compared with pre-war scales there are two things to be taken into account : the alteration in the cost of living and the extra inducement for recruiting. No one is agreed as to what is the alteration in the cost of living, but it is somewhere, most people will agree, between 35 and 40 per cent. Therefore the inducement for recruiting lies somewhere between 8 and 13 per cent."

Let us apply this to the case of a secondary school graduate whose maximum is now £480, or, with the present war bonus, £532, and suppose that he has followed a four-years' approved course. Under the new scheme he would be receiving £585, an increase of just under 10 per cent. To compensate for a 33⅓ per cent rise in the cost of living, his salary should be £480 plus £160, or £640. Comparing £585 with this, we get a decrease of 8·6 per cent as the inducement for recruiting. If the increased cost of living were taken as 40 per cent, the negative inducement to recruiting would be 12·9 per cent.

Again, a non-graduate who has taken a two-year course and entered the profession at the age of 20 will have received on retirement at 60 a total of £19,200. A graduate with four years' training, entering at 22 and retiring at 60, will have received £20,190, or if, as is perhaps more usual, he enters at 23, he will have received £19,605. This small increase is very poor compensation for the time and trouble involved in securing a university degree.

Another cause of dissatisfaction is the proposed grading of the salaries of Head Teachers in all schools according to the number of pupils on the roll. Such a scheme would be unsuitable for existing secondary schools. Moreover, the scheme of payments does not ensure adequate minimum and maximum salaries, having regard to the nature of the work and the responsibility involved. The proposed rates represent a definite decrease from the scales at present in operation for many Headmasters and Headmistresses in secondary schools.

Digitized by Google

A word should be said about the cost of giving adequate consideration to the claims of graduates. Reliable estimates show that the increase would represent little more than 1 per cent on the proposed expenditure of some £70,000,000. This is surely not too high a price to pay for securing a settlement that would give reasonable satisfaction.

The action of the representatives of the four secondary Associations in making public their objections to the decision of the majority of the Teachers' Panel has aroused some controversy, and it has been stated in *The Schoolmaster* that their letter to the press was likely to damage the general interests of teachers. I am far from wishing to say anything that would exacerbate the present situation, for I am one of those who desire to see a closer rapprochement between all branches of the profession. Yet it may be desirable to endeavour to correct one or two misunderstandings. The position as I see it was this. During the negotiations it became clear that the Authorities' Panel were very unwilling to allow anything like what the Teachers' Panel wanted in the matter of recognition of graduate status. *The Schoolmaster* refers to the unanimous agreement of the teachers to ask for £75 at the minimum and £100 at the maximum, and to the very able manner in which Sir Frederick Mander presented the case for this. But the majority of the Teachers' Panel failed, in the face of opposition, to maintain their first claim for adequate remuneration for graduates. Their proper course would have been to break with the authorities on this issue, for, as it seems to me, in no other way could they have demonstrated the value they attached to academic training. Balancing all the relevant considerations, they decided that it was better to accept the undoubted advantages offered to the majority of teachers and to let the graduates and the future interests of the profession go. I think they were wrong. I also think that the President of the National Union of Teachers is mistaken when he says that the proposals are a very big step forward in unifying the profession. This, in my view, is certainly what they are not, except in so far as the adoption of the principle of a basic scale for all teachers may have this effect. Mr. Giles, not long ago, made a conciliatory statement on the subject of federation. I venture to say that this failure to maintain the claims of graduates, unless it is redeemed by a change of attitude, will put back all possibility of federation for at least ten years. Rightly or wrongly, secondary school teachers feel that they have been wounded in the house of those who should be their friends.

From what has been said it is clear that the secondary school teachers are fully determined not to accept a report which in their view so seriously threatens the future of higher education in this country. If the proposals as they stand go forward at all, they will, on the assumption that the local authorities accept them, certainly represent the large majority of those concerned, and the statement has been made that Mr. Butler will accept the decision of the majority. I hope it will not be regarded as impertinent to suggest that this would be a very unwise step. The Education Act still awaits implementation. The Minister is anxious to enlist the co-operation of all teachers in making it a success, especially by securing the necessary numbers of new entrants to the profession. Would it not be a profound mistake to antagonize twenty-five thousand teachers at this juncture? Does Mr. Butler really think that secondary school teachers will wish to encourage their own or anybody else's children to enter a profession in which the rewards of high qualification are so meagre?

How can agreement be reached? In due course the decisions of the various Associations represented on the Burnham Committee will be reported to a full meeting of that body. Would not then be the time to suggest that, before reporting to Mr. Butler that disagreement exists and submitting to him a majority decision, a further effort should be made to present a unanimous report? Mr. Butler himself, in addressing the Association of Education Committees, said that the new scales were not yet officially before him. "*Whatever they might be* (my italics) no one could doubt that a fuller life would be offered to teachers." Is not this a hint that the proposals are capable of modification? The issue would lie mainly in the hands of the Authorities' Panel. Would they be prepared to make a generous gesture by conceding adequate remuneration for academic qualifications? On the answer to that question hangs the whole future of higher education, and indirectly of all education, in this country. If they will not, the status of the teacher is not likely to be enhanced, even though the more poorly paid receive higher salaries. If they will, they will help forward the realization of an ideal for which so many of us have for long years been striving—the recognition of teaching as a liberal and learned profession.

THE MINISTRY OF EDUCATION DRAFT BUILDING REGULATIONS

By C. BIRCHENOUGH, Chief Inspector of Education, Kent Education Committee

THE Draft Building Regulations officially described as *Regulations Prescribing Standards for School Premises, 1944*, is an administrative document of the first importance. Within the twenty-four pages of an unobtrusive and somewhat arid-looking official publication is gathered the most comprehensive set of building rules applying to school premises that has ever appeared in this country. Like so much at the present time it is a valiant attempt to bring order out of chaos. Here are forged the means that can open a way to a larger freedom through wise and concerted planning, to a measure of educational achievement which previously seemed impracticable, and to the realization of much that seemed to belong to the world of our dreams. Equally, however, should the symbol be mistaken for the reality, the means are provided for checking all real educational growth and experiment and for establishing a state of insufferable regimentation and tyranny. There are signs in the Explanatory Memorandum, issued separately, that a real effort will be made to keep alive understanding and to preserve flexibility. It cannot be emphasized too often, however, that, as the administrative machine becomes ever more powerful, greater knowledge, greater sensitivity, greater wisdom, greater humility, are imperative in those on whom it falls to control it.

Gone is the accustomed form of Building Regulations, a composite of principles, suggestions, and rules

Digitized by Google

to be observed in some particular type of school. In its place appears a concise statement of general standards common to all schools, and of particular standards with schedules of accommodation which are prescribed for (*a*) county and voluntary schools, both primary and secondary, for (*b*) nursery schools and classes, for (*c*) special schools, and for (*d*) boarding accommodation. These are all minimum standards to which the premises of schools maintained by local education authorities are to conform. They are made under Section 10(1) of the Education Act, 1944. They cover the whole of the school premises, sites, playgrounds, playing-fields, teaching accommodation, cloak-rooms, lavatories, sanitary offices, store-rooms, staff-rooms, medical-rooms, dormitories and sanatoria, kitchen and dining accommodation, entrances and exits, staircases and corridors, lighting, heating, and ventilation, water supply, drainage and sewage disposal.

A separate memorandum on the Draft Regulations has been prepared to elucidate and explain the rules and the schedules embodied therein. Two further memoranda are promised, one dealing with the educational considerations affecting the organization of schools and the use of school buildings as a whole: another will deal with the design and lay-out of particular rooms to be used for teaching purposes. The more elucidation of the rules there is the better, for regulations of this sort raise many questions. Some revisions will no doubt be made, for both the Statutory Regulations and the Explanatory Memorandum show signs of hurried preparation and of inadequate consultation. Only a mind of considerable administrative subtlety and acumen is likely to harmonize, for example, some of the statements on page 20 of the Second Schedule with the explanatory examples set out on pages 21, 22 of Appendix 2 in the Memorandum.

These Regulations come into operation on April 1, 1945, when it will be the duty of local education authorities to give effect to them in the primary and secondary schools maintained by them. The order and period of time in which compliance with the standards will be secured in any particular school will have to be proposed by the local education authority in its development plan, and will be governed by the direction which the Minister will give in the local education order. He is empowered to direct that any particular premises shall be deemed to conform to the prescribed standards if, instead, they conform to other requirements which are laid down in his direction. This direction, it is important to note, will have reference to the nature of the site and to existing buildings or to other special circumstances affecting the premises, and not to considerations of a financial character.

There is no doubt that the enforcement of the standards laid down in the Regulations, taken as a whole, would change the face of education in this country. The standards which are laid down for sites, for example, make educational needs for the first time a matter of major concern in all town-planning arrangements. Some idea of the magnitude of the problems raised will be appreciated once it is realized that every primary school or department of over five classes needs a two-acre site for buildings and playground alone, that every nursery school or class of 40 children requires half an acre, while every school of 450–500 children over the age of 11 needs three acres for buildings and playground. In addition, playing-fields have to be provided wherever possible as part of the school site. Here provision has to be made for at least one acre for every 100 children under 11 years of age and fourteen acres for every 450–500 secondary-school children, whether for boys or for girls. This is apart altogether from space required for gardens and land which, while desirable as a school amenity, is unsuited for playing-pitches. This means in effect that the amount of land needed for educational purposes in a district with a normal population of some 60,000 is about half a square mile. Startling as this may seem, the sites required are not a bit too large; indeed they should be regarded as minimum standards and increased wherever possible.

Every authority has its special problems to deal with in its built-up areas. This would be considerably alleviated if a prior claim to such sites as exist was given to children under 11 years of age, the older children being moved to sites on the outskirts. If such a policy were adopted, it would become possible for the first time to mark down large sites of from 70 to 80 acres or more on which a variety of schools could be housed in separate buildings and real educational centres established. It can be done, however, only as part of a concerted town-planning scheme.

That the Ministry of Education is alive to the position regarding sites is evident from *Circular* 11 issued on November 7, 1944. This circular places the acquisition of sites for educational purposes on the same footing as the acquisition of sites for housing. In both cases the Government is prepared to entertain proposals for the immediate acquisition of sites if it can be shown that they are required for the purpose of meeting urgent needs during the first two years after the cessation of the war in Europe. Where a site is needed partly for purposes falling outside that period, a proposal to proceed with the immediate purchase of the whole site will be considered on its merits.

Proposals for sites in built-up areas and near important traffic centres which are needed for the erection of technical colleges and similar institutions and take a good deal of time to negotiate will also be considered on their merits.

The main problem, however, lies in safeguarding the future availability of sites which are not required immediately. Here the local education authority is no match for the speculative builder. The Minister of Education has stated that, in order to meet this difficulty, local education authorities are free to submit proposals for the reservation of such sites through the local planning authority, which has power under the Town and Country Planning Acts, 1932, and 1943, to control development and to reserve land for specified purposes. It will, of course, be necessary for the local education authority to indemnify the planning authority against any claim for compensation which may arise in consequence of the reservation of the land for educational purposes.

It remains to be seen how far local education authorities and the Ministry of Education will overcome this major difficulty in the selection and reservation of sites. Many sites will have to be marked down and specifically reserved long before the development schemes can be prepared and submitted. If they are not so reserved, there is not the least chance of an education authority, with the best will in the world, being able to implement adequately this part of the Regulations. It is seldom appreciated how little suitable land remains unallocated in many areas and how great are the demands for it. Hitherto it cannot be said that different Government Departments have shown much understanding of any needs but their own, and the Ministry of Education either has not been in a position, or has been unwilling, to press its own needs. Whatever happens, every local education authority has to make sure that it can rely

Digitized by Google

upon the interest and co-operation of the local planning authorities in a very difficult situation. At the same time it must use its best endeavours to secure a widening of the discretion and a quickening of the action of the Ministry of Education, for sites lost now in many areas are lost for ever.

On the question of teaching accommodation, the Regulations raise a number of questions of vital concern to local authorities and teachers. It is only possible to touch upon one or two points. The last Building Regulations, those of 1914, quickly became out of date, except as a statement of general principles, because of the need for developing "advanced instruction" under the Education Act, 1918. That Act led to a gradual reorganization of education which still remains to be completed, and, incidentally, led to some years of great educational confusion when the Board of Education suffered from a divided mind. A gradual clarification of the position followed the publication of the Hadow Report. *The Education of the Adolescent*—in 1927. This was followed by the issue a year later of *The New Prospect in Education* when the whole question of school planning was thrown into the melting pot. In 1931 the Board of Education issued as Education Pamphlet No. 86, *Suggestions for the Planning of New Buildings for Secondary Schools*, a document which brought the beginnings of order into a world of chaos. It was based on the experience which a number of local education authorities had gained through much tribulation. In 1936 *Suggestions on the Planning of Buildings for Public Elementary Schools* appeared as Education Pamphlet No. 107. It, too, played its part in facilitating the work of authorities, but it suffered from a lack of faith and imagination. A gulf was still fixed between elementary and secondary schools. Economies of accommodation were pressed to absurd limits, and teachers were asked to do the impossible without either sufficient class-rooms or practical rooms, or rooms of adequate dimensions. In 1930 another Education Pamphlet, No. 80, *School Playing Fields*, was published, which was a landmark in the development of public education.

It is these three pamphlets which have quarried for material out of which the new Statutory Regulations have been constructed.

A good deal of other material has, of course, been used as well. It can be said at once that the work has been carefully and conscientiously done, and care has been taken to amend certain approved standards which were notoriously unsatisfactory. The result, however, is what might have been expected. The schedules of accommodation are a patchwork. In those parts of the system where experience and tradition have laid down the lines of development with some definiteness there is little to which exception can be taken. This does not apply, however, to the vast field of secondary education which is in a state of ferment, a ferment which has grown during the years of war. On the side of the grammar school questions of accommodation are not very seriously involved. In the fields of technical and modern school education everything is in a flux. As to primary education nothing but political expediency can account for the Government's decision not to extend to this field of education equal treatment. There is little wisdom in neglecting foundations, and nothing is more certain than that the progress looked for in the fields of secondary education will never materialize until the primary-school problem is properly taken in hand. It is useless to look for developments in the Regulations affecting the planning of primary schools while this attitude persists. How little is it understood that in the case of the majority of children values and standards are formed by about the age of 11, and these persist through life.

The Regulations have, however, performed a service of incalculable value in laying down equivalent and comparable standards of accommodation in the field of secondary education. The extent of this service can be appreciated in some measure once it is realized that a 450 boys' or girls' modern school planned in accordance with the suggestions in *The New Prospect in Education*, 1928, was given a total teaching space of some 8,400 square feet. *The Building Suggestions*, 1936, give the same school rather less than 13,000 square feet, the new Draft Regulations give the same school an area of roughly 22,000 square feet. It is safe to say, however, that, if modern schools are to achieve what is expected of them, this area needs to be increased by another 3,000 to 4,000 square feet.

When an advance of this magnitude and significance takes place, it is well to ask whether it would not have been wise to go a little farther and to ensure that the Regulations were kept fluid. Class-rooms of 480 square feet are possible for forms of 30 children of 11 to 13 years of age, but they are definitely too small to take the furniture suited to children of 14 years of age and over. It is not generally appreciated how the sizes of class-room furniture have remained practically unchanged for three-quarters of a century notwithstanding the changes in class-room activities and technique in the interval, including the use made of books and other apparatus. There is a real danger of overstressing the specialist room, essential and vital as such rooms are. The London School Board in the early seventies considered a width of 20 inches per child as necessary if he sat in a dual desk. To this day it is all the space a boy or girl of 14 years of age gets anywhere but in a grammar or technical school, where, if he is fortunate, he is given a width of 2 feet. So long as it is clearly understood that class-rooms of 480 square feet are minimum standards which will not be unduly pressed there is nothing further to say. It is encouraging that the Memorandum concedes class-rooms of larger size for subjects like geography, but here again an area of 800 square feet is nearer the mark than 720 square feet.

It is in the sizes of practical rooms other than laboratories and art rooms, however, where the Regulations show themselves to be out of touch with realities. Except in boys' day technical schools, the figure of 850 square feet appears again and again as the correct size for practical rooms for both boys and girls. In day technical schools for boys workshops are given an area of 1,200 square feet. What is so extraordinary is that the Ministry of Education should be issuing to local education authorities a wholly admirable collection of lists of minimum requirements of machine tools and equipment for workshops in this class of school without any one apparently having taken the trouble to check the size of workshops. Every experienced teacher knows that 1,500 square feet are essential for a workshop of this character which has to accommodate a considerable amount of machinery. That teachers do manage with 1,200 square feet is true, but this is very unsatisfactory. In the new set-up of education it is unthinkable that no improvements are to take place either in the equipment or in the character of the work which is done in the workshops of grammar schools and of modern schools. The truth is that the accommodation of a school is a reflection of the kind of work that the school sets out to do. Accommodation can be fixed only in terms of generally

Digitized by Google

accepted curricula. That the Ministry of Education is not unaware of this is shown here and there in the Explanatory Memoranda. It is strange, therefore, to find certain schedules of practical accommodation suggested in the Appendix to the Memorandum which have no relation to reality. This applies particularly to alternatives 1 and 4, pages 21 and 22. Further, the total areas involved disagree with the totals shown in the Regulations. Something might be done by manipulating the total areas, but the result is a series of organizations and curricula which are impracticable.

It is regrettable that very little is said about girls' technical education, and that so much emphasis is given to commercial education.

It should not be past the wit of man to devise a formula which will make it possible to amend these figures of accommodation where local authorities wish to do so. It would be well to revise or delete at this stage the alternatives given in Appendix 2 of the Memorandum, as they can only result in confusion. Apart from blemishes of this sort it can be said unhesitatingly that, taken as a whole, the Regulations represent a great achievement.

EDUCATION FOR DEMOBILIZATION

By A CORRESPONDENT

AMONGST the limited number of benefits conferred on us by the war is the growth of the educational services in the armed Forces. The work carried out has been referred to in some detail in these columns on several occasions. The schemes have developed along different lines in the three Services, but in each the amount and quality of work that is being done have reached a proportion which would undoubtedly astonish those who were familiar with service conditions in the last war. In the Army, for example, a compulsory form of education has now been conducted for four years, and has grown into what must be one of the most searching and wide-ranging experiments in adult education that has yet been attempted. Soldiers and auxiliaries have been given opportunities of voluntarily studying subjects as far apart as chiropody and Chinese, music and metallurgy, but an element of compulsion has been applied to the discussion of current problems and methods of promoting good citizenship. These miscellaneous activities have not been without effect, and it is not surprising, therefore, to find that Service Education Departments have been preparing even more comprehensive programmes for the release period which will begin when Germany is defeated.

The Army scheme was announced at the beginning of October in a bulletin called *Brush-up for Civvy-St.*, which was issued by the Army Bureau of Current Affairs. The plan is modestly described as a means " for making up, so far as possible, those arrears of education and training which are a part of the debit side of war service ", and the hope is entertained that the scheme will make an important contribution to the morale and community spirit of the Army during a difficult period. The scheme itself is described in general terms in the pamphlet ; it will be used immediately by regimental officers to acquaint their men with the main features. But these officers are categorically told that they must make it quite clear to the men that the educational scheme to be introduced during the release period is not intended to prepare them for a gilt-edged, guaranteed job. The business of getting soldiers into jobs, or getting them trained for jobs, will be mainly the duty of the Ministry of Labour. The Army itself can do no more than provide the men and women who are awaiting release with some kind of preliminary training which will be useful to them when they are demobilized. For those who need it, " it will teach the A B C of industry and commerce, so that they can go out and learn the language ". For the soldiers who do not require preliminary vocational training, opportunities will be given to pursue hobbies and interests which will give them more zest for the art of living. Individuals whose studies have been interrupted by the war will be given a new chance to take up the threads by means of correspondence and other courses.

Although the Army cannot provide a curriculum so selective as that of a polytechnic, the War Office has attempted to provide a broad classification of subjects of study within which all soldiers will find something near to their requirements and interests. These have been grouped into six wide categories : 1, Technology ; 2, General Science ; 3, Home, Health, and Hobbies ; 4, Man and Society ; 5, Commerce and the Professions ; and 6, Arts and Crafts.

Under the heading of technology courses will be organized in electrical and mechanical engineering, building construction, and similar occupations. In general science, men and women will be given the opportunity to study essential scientific principles as applied to manufacture and the professions or the problems of industry and society. The third category is intended to meet many different needs ; it is not intended to teach a wage-earning job, but will provide background knowledge for the soldier who is interested in, say, gardening or poultry-keeping, or the auxiliary who wishes to know more about domestic subjects. " Man and Society " covers sociology in its wider sense, while, under " Commerce and the Professions ", courses will be arranged for men and women who wish to make a serious study of business organization or prepare to enter the Civil Service, local government, or the professions. The sixth broad field, "Arts and Crafts ", is intended for those who wish to familiarize themselves with drawing or painting or musical appreciation. " Men and women who hope to go in for printing or design or architecture or teaching will all find something in this category to provide the first principles of their special need or interest."

The organization of the scheme shows how education in the interim Army will function in a way which has not previously been possible. Instead of the present system of two compulsory hours—the periods devoted to Current Affairs and the British Way and Purpose—there will be from six to eight hours a week of education. A.B.C.A. and B.W.P. will be retained as part of these and will be organized on a communal basis as now, *i.e.* on a platoon or squad or troop basis. For the other four to six hours, the men and women will be treated individually and will link up with like-minded persons from any part of the unit to study those subjects which they select.

The Army Educational Corps is to be considerably expanded in numbers and will be responsible for the general direction of the scheme. But, since the programme will be organized on a unit basis, the key

Digitized by Google

men will undoubtedly be the unit education officers, " the ' amateurs ', whose duty it will be to ' publicize ' the alternatives in the curriculum and to organize the facilities which unit resources can provide ". They will be specially trained and equipped with manuals of guidance, which should help them over some of their difficulties. The instructors will be drawn on a unit basis from officers and other ranks. (The scheme as a whole will apply equally to all ranks.) A start has already been made in training instructors in a wide range of subjects at an Army school created for the purpose. Moreover, although the educational scheme for the release period cannot train men for jobs nor find jobs for men, unit education officers will be supplied with a steady stream of information which will allow them to give " details of the various trades and professions, and the qualifications required for them to those individuals who are in doubt about their careers ".

Some of the educational activities will naturally be devoted to the passing of examinations. A special examination known as the Forces Preliminary Examination will be introduced to meet the needs of men and women who wish to prepare themselves for subsequent entry to certain universities, the Civil Service, or some of the professions. Success in the examination will allow the candidate to be considered for entry to a university or to be exempted from the preliminary examination of the professional body concerned. It will in no way replace existing means of qualifying for entry to a university. No doubt some unit education officers will be tempted to assess their achievements merely by the number of certificates their units can collect, but they will be strongly urged to keep this pot-hunting in its proper place and concentrate their energies on giving a little to the lot rather than a lot to the few.

No scheme of the above magnitude could be attempted without suitable accommodation and a tremendous amount of equipment. It is heartening to know that already the premises in which educational work can best be conducted are being earmarked and scheduled for adaptation. Books by the million are also being negotiated for, as are the tools, the raw materials, the films, and other educational accessories.

In assessing the merits of the above scheme, it may be illuminating to recall a little of what happened when a former British Army was sent back to civilian life after a long war. As is well known, a comprehensive educational scheme for the armistice period after the Great War was drawn up by Lord Gorell and his staff. But, since there had been no official recognition of education in the Army until September, 1918, the scheme for the demobilization period had to be hastily devised and implemented. To the end of the scheme attendance remained voluntary. Further, the accommodation provided was far from satisfactory in many cases, and often educational activities would have been impossible if the Young Men's Christian Association and the Church Army had not come forward to place their huts at the disposal of the Service authorities. Still more unfortunate, the demobilization of men on a profession basis meant that all serving schoolmasters and students were demobilized almost simultaneously early in 1919, leaving the Army without a body of instructors that it could ill afford to lose.

In turning to the scheme proposed for the coming release period, one can see that it starts with many points in its favour. There is now a well-established Army Educational Corps, the ranks of which have been considerably increased during the war. The war-time scheme has already been in existence for four years on an official basis, and had been in unofficial operation for some time before that. A measure of compulsion was introduced so far back as 1941. The early problems of accommodation were energetically tackled and in the interim period should present no difficulties incapable of solution. Above all, the way in which demobilization is to take place suggests that instructors and potential instructors will be demobilized in stages rather than as one group, leaving at least some behind who will close the ranks and carry on to the end.

Yet, although there are many reasons why the present scheme should work, the fact remains that paper schemes, however brilliantly conceived, often fail to go beyond the infant phase. When the scheme is translated into practice, many obstacles will have to be overcome. Men and women who have become used to a life of movement, and sometimes of excitement, will find it difficult to submit to the discipline of the class-room. And, if this is true of individuals who were previously accustomed to study, it will be ten times more applicable to those for whom regular study was hitherto unknown. The number of competent instructors is not likely to be nearly adequate. These reasons, among others, will present formidable problems. It will, indeed, be interesting to see whether the bolder scheme recently announced by the R.A.F. will achieve more in the long run than the more cautious programme which the Army proposes to adopt.

Nevertheless, although the Army is scarcely the ideal place for arranging an educational programme, this scheme should and must work. The difficulties may be enormous; frustration and disillusionment will be inevitable. But Army educationists who have developed vast programmes during the war should not find the problem of expanding these during the demobilization period beyond their skill and resource. If they need encouragement, they should be constantly reminded that their individual efforts will together make up one of the greatest contributions to democratic thinking that has yet been attempted.

REFLECTIONS OF AN ELEMENTARY SCHOOL TEACHER

By N. W. T. RILEY, Headmaster of Aspinal School, Manchester

AFTER four years' professional training, the writer became an assistant teacher at a selective central school. Here he was mainly concerned with the academic aspect of class-room teaching; he gained experience in class management, and in organizing and interpreting the set schemes of work. Also he found interest in the out-of-school reactions of the children on the playing-field, on school visits and excursions, and in the successful management of an old scholars' dramatic society.

Eight years' service as assistant teacher was followed by appointment to the headship of an all-age elementary school, comprising senior, junior, and infant classes. (A nursery class was added later.)

The change from central-school work to that for children of a much wider age-range and of lower

Digitized by Google

average ability involved the consideration of new problems. For some time, therefore, it was advisable to tread delicately, to appreciate the value of all that was good in current practice rather than to initiate abrupt changes. But from the first punishments, corporal and other, were felt to be somewhat too frequent and too erratic in both incidence and effect; a point of view confirmed as experience increased.

After twenty-five years in the school, first as assistant, then as head teacher, it is possible to make some reflections which may be not entirely unprofitable.

The business of the school is not merely with the school child, but with the whole child. Out-of-school activities were given a more significant place in school life. Historical pageants and sports days were organized, an old scholars' association formed, parents' open days held, parties of children taken to factories, farms, mills, local sites of geographical and historical interest, to displays and exhibitions, to art gallery and museum. While not perhaps clearly realized at first, here began a more effective realization of the fact that activity on the part of the learner is a basic principle of education.

For some years the head teacher took charge of small Ex-VII groups of children of good average ability. Again his interest was being focused on the needs, interests, and abilities of the individual child. The actual performance achieved was significant in so far as it indicated development in character, in reliability of effort and of conduct, in initiative, and in leadership. The children were set to work on group and individual projects, and had some freedom in choice of activity. At first their work followed lines too restricted and bookish, too rigidly within the bounds of recognized school subjects. In time this somewhat 'nervous' attitude was abandoned: the children were introduced to activities of wider and more practical range, the definite boundaries between school subjects tended to disappear. In the development of their projects the children were obviously exerting more considerable effort.

It became clear that this call on the interest and initiative of the child had wide educational value, and should therefore find a larger place in the junior and senior class-room: in effect, that the "interest way" or "play way" of the nursery and infant school, suitably adapted, had something to offer to the teacher of older children. Small groups were encouraged to write, and later to act before the assembled school, short original plays; a school magazine of stories, articles, drawings, lino prints was planned, produced, and duplicated annually; the school was divided into 'houses', house captains and other officers being elected in due form. In such ways were provided opportunities for the exercise of self-control and leadership.

New activities were developed. One major "centre of interest" undertaken was a housecraft project, based on the assumption that the school field had been bought for development as a housing estate. Ship adoption gave reality to the geography teaching, added purpose to written English, provided opportunities for craftwork. Through ship adoption clubs and circles in philately, photography, wireless, and the like were formed by groups of interested children, operating both in and out of school. School broadcasts were similarly useful in offering a wide range of suggestions from which other in-school and out-of-school activities might spring. Certain children were invited to produce mural paintings for the school corridors; old scholars with the necessary ability were co-opted for this work.

Such activities were found fruitful. The children were really doing, their interest fully engaged, a higher degree of effort was forthcoming. There was more scope for an increase of personal reliability, initiative, and craftsmanship.

Next, all schemes of work were revised rather in terms of experience and activity than as a series of exercises to be performed or a sequence of facts to be learnt. Fundamental skills had still to be acquired, but greater emphasis lay on practical experiencing, actual demonstration (by the child wherever possible), and the direct handling of tools, materials, and apparatus. The gradual progress from the "chalk and talk" attitude towards a freer conception of class-room work led to greater use being made of outdoor facilities: one concrete result was that at last it became possible to start a school garden.

There is inherent weakness in the control of conduct by fear of punishment. Enlarging the freedom of the child within the limits of proper school activities had, it was considered, made the normal frequency of correction more than ever unnecessary. For an experimental period of three months the teachers were requested to avoid all resort to corporal punishment, and to reduce other forms of correction to the minimum: in the result it was agreed that general conduct and discipline had suffered no decline. If the child can acquire but an inkling of the idea that responsibility for personal behaviour is his as well as the teacher's, there is a clear gain. The beginnings of self-control rank higher than any order imposed from without.

Subsequently it was decided that the right to administer corporal punishment should be reserved to the teacher, but that such appeal to force must be restricted to the very rare occasion. Within any group, of course, practice varies with the individual, but nowadays the three-tailed strap is seldom exhibited. Correction is a better term than punishment, and guidance is better than either. This policy has now been followed for some years: discipline and general behaviour remain good. The children are entirely amenable; some parents wonder "how we do it"; most significantly, children with distorted reactions towards adults in general and to teachers in particular tend to correct their emotional disturbances for themselves when they have been in the school for a few months; the work proceeds with less interruption than formerly since a strong 'fashion' of good order is established. The children are willing, alert, active; relationships between children and teachers are happy and companionable. One teacher, in hospital for a minor operation, is visited by lads aged 13 and 14 bringing flowers, from others she receives fruit and fresh eggs (this, in wartime!), others telephone her almost every day. Old scholars always make opportunities to revisit the school and talk with teachers they have known.

It may be this gentleness of control might not prosper in every type of district: its advantages are great, and it merits an extended trial in conditions the most difficult.

"Evacuation might have been a social revolution." If it had only partial success in its primary objective of removing the large body of children from the danger areas, yet it may well have sown the seeds of an educational revolution. For once, the teacher and his pupils were forcibly excluded from the class-room, ingenuity and initiative had to discover alternatives to books and set schemes of work. Pupils and teacher were introduced to a new world: the field and hedgerow, wood and stream, village and farm were at last available to arouse the interests and prompt the curiosities of the child.

Digitized by Google

The rivalries—and the friendships—between town and country teachers were profitable to the children in charge of either. The teacher realized, as never before, that education consists not in the training of children in the mass into accepted ways, but rather the development of the individual child as a free personality and a good citizen. For the evacuated child it was customary that free activities, improvisations of all kinds, had for part of every day to replace set class-room instruction. Thereafter, when town schools were reopened for the voluntary attendance of children during normal school holidays, ingenuity and initiative again demanded the improvisation of activities not only interesting but also most profitable to the child. It is to be hoped that the lessons of evacuation will so persist in the mind of the teacher as to enrich his mode of instruction in more normal times. And certainly the experiences of many workers in youth centres for those of post-school years would suggest the importance of voluntary, self-imposed effort to children of younger years.

Experience indicated that this emphasis on active learning was of benefit to all children: to the dull and retarded; to the child of average mentality; and not least to the child of exceptional ability. Many individual cases of progress and development were studied. In no case was it found that an attitude of active learning was of disadvantage to a child. In so far as excessive demands on the teacher's time prevented him seizing upon a moment of enthusiasm to direct a child along a line of actual experiencing, results were no worse than neutral; his case was as it was before the activities were initiated.

It was decided to enlarge the activity bias in the work of the school by giving definite weekly periods for what were called "optional activities". These were to be rooted in the interests of the child, serving his fundamental needs, and promoting both thinking and doing by the child for himself. At first, one or two periods were allotted each week; gradually extension was made to three, four, or five periods. Severe cuts were necessary in the total times allowed to other subjects, including arithmetic and English, yet there was no decline in standards of attainment in these. The ideal is for the child to do his own planning under guidance, for him to become increasingly an active agent in his own education. What he has grasped for himself he can use, and in a variety of circumstance.

Many optional activities (dramatics, spelling-bees, 'house' elections, impromptu speaking, painting, doll dressing, &c.) are very closely related to the ordinary school subjects: others, such as puppetry, toy-making, bamboo pipe-making and playing, stamp and specimen collecting, the making of scrap-books and of readers and picture books for the infant classes, the school magazine, inter-school correspondence, and a school 'brains trust', &c., were less clearly a part of any school subject, but they were none the less complementary; yet others were of greater scope and approximated to the status of projects or centres of interest.

The method of development throughout was experimental: and so it remains. The re-reading of authorities on educational process showed that the great masters of education have, from Aristotle onward, always upheld the importance of active learning. Psychologists have reiterated that the needs and interests of the child are paramount, and call for this approach to all instruction. The Board of Education's *Suggestions to Teachers* and the Hadow Report reinforce the argument in every line.

Given this approach through the child's needs and his interests, given these opportunities for self-development and self-control in both individual and corporate activities, the standards of work and conduct do not suffer; admission scholarships to higher schools are won as frequently as before; the atmosphere of the school as a part of the world and not a separate little world is excellent; the relationships of scholars, teachers, old scholars, and parents are all that can be desired. The school is never perfect, for it is a real school, a thing of growth, and we cannot rest on present achievement. But the children are happy, eager, interested; learning habits of good workmanship; they are doers rather than watchers; capable; largely self-controlled; evincing intelligence and exercising their powers of initiative and leadership. They are on the way to becoming confident and competent personalities and useful citizens.

If the school had nothing to its credit beyond one achievement yet it would be justified. The treatment of the numerous children with some emotional problem damaging to progress in work, character, habits of thought and action, who have attended the school over a reasonable period, has gradually resolved their problems and corrected distorted attitudes; they have become normal yet individual members of the school community.

RESEARCH AND SCHOOL WORK

HISTORY

By DR. C. M. FLEMING, University of London Institute of Education

THE influence of research upon methods and content has been less specific in the teaching of history than in the teaching of subjects such as spelling or arithmetic. There have, however, in the last thirty years, been certain very definite changes in attitude and in aim; and it seems reasonable to attribute these in part to the effect of investigations into the psychology of learning. A realization of the importance of activity and co-operation has, for example, led to modifications of method. Analysis of social usage and attempts to determine minimum essentials have resulted in simplification of the content of text-books; and the development of testing has led through an emphasis on facts to an evaluation of attitudes, allegiances, and skills. History teaching is much wider in its range and more conscious of its limitations than it was a generation ago. While to some extent the changes are traceable to an increase of international interest and a quickening of social conscience, there is reason to believe that the patient studies of research workers have played their part in directing the modifications that have occurred.

History differs from mathematics in that there is less direct contact on the part of pupils with the original experience which is the subject of their study. Much of the material of history consists of past politics, past geography, past sociology, past economics—records of development in all kinds of

Digitized by Google

human activities. The learning of these things is essentially vicarious, and the range of possible subject-matter is so wide that there is little agreement among teachers as to specific aims or a definite body of knowledge.

In general it may be said that in the last forty years there has been in history (and in the kindred subject of geography) a change from passivity to activity on the part of the pupils. This change was foreshadowed in the latter part of the nineteenth century by emphasis on the importance of active co-operation in learning, but it has been reinforced by the popularizing of definite methods such as the Dalton Plan or the Project Method, and the encouragement of discussion and of dramatizing. Experimental evidence of the efficacy of such methods is rarely conclusive, because of the specific character of the success of any one experiment and its dependence on imponderable factors such as relationships of pupils and teachers. There is, however, a sufficient body of recorded opinion to testify to the general success of the methods.

Some decades ago the imparting of vicarious experience was attempted only through narrative ; and the favourite method employed was lecturing, with a limited amount of reading of one text-book. With the development of interest in silent reading, a change has taken place in technique, and research has proved the efficacy of extensive reading, of written answers to questions, and of the summarizing of material taken from different sources.

Parallel to this has gone an attempt to clarify historical learning by subdividing its content into definite units or topics to the study of which complementary subjects such as geography or reading can contribute. At more junior stages the same end has been attained by choosing centres of interest, such as transport or housing, and grouping all activities round these.

This type of analysis and integration, while not new, may claim to have increased in popularity, and the same claim can be made for the greatly extended use of visual aids such as large supplies of pictures, charts, pupils' note-books, graphs and, more recently, films.

The teacher of history makes much more use of such equipment to-day than he did a generation ago ; and, while some of the prodigality of supply is attributable to the increased frequency of pictorial appeal in newspapers and advertisements, its utilization in the class-room is part of the effort to secure more activity from the pupil and more interest in the process of learning.

Another recent addition to the means at a teacher's disposal for increasing the range of historical understanding is that provided by broadcasting. Experimental evidence as to its usefulness is more limited than in the case of films. There seems reason however to believe that wireless talks are helpful when used in conjunction with other forms of teaching.

Since about 1910, in history as in other subjects, there have been many studies on the content of the curriculum from two points of view :

(*a*) an analysis of the knowledge, attitudes, or skills utilized by the so-called normal adult community ;

(*b*) an inquiry into vocabulary, concepts, and behaviour within the reach of pupils and therefore interesting to them at various stages of development.

Interpretation of the results of both types of analysis is necessarily open to the charge of some subjective bias. Deliberate selection has to be made of the groups to be tested, the printed materials to be studied, and the criteria of satisfactory knowledge or sufficient skill. There are also the further complications that 'socially useful' information changes from time to time and from place to place with alterations in international relationships ; and that, as in the case of vocabulary studies, mere frequency of usage cannot be accepted as the only acceptable criterion. Decisions as to the content of courses have to be made on the grounds of significance as a means of interpreting the past and suitability to the needs, capacities, and interests of the pupils. Investigations into usage have, however, exerted an influence on the content, the vocabulary, the style, and the *format* of text-books, and on the use made of material equipment and teaching devices.

The earlier studies of social usage took the form of analyses of the items of historical information required for understanding representative newspapers, books, and journals. Their findings stimulated discussion of objectives, examination of topics in existing text-books, and attempts to assess the relative influence of differing emphases in the treatment of historical subjects. These were paralleled in the field of measurement by the development of techniques for attitude testing, and a beginning was made in the application of such methods to historical research.

Along with this went an effort to discover the types of learning involved in the acquisition of an adult historical sense ; and this, in turn, led to experiments on means of developing skill in finding information (the use of index, catalogue, &c.), in reading with understanding, in utilizing information, and in recalling and organizing information.

While much of the evidence on social usage and the content of text-books is American in origin, it is interesting to note the progressive lessening in recent English text-books of the amount of mere information as to dates and political personalities, the increasing emphasis on economic and social background, and the enlarged provision for guidance as to methods of studying as well as for activities on the part of the pupils.

Investigations into the vocabulary involved in history teaching has taken three forms :

(*a*) word-counts of existing text-books leading to a realization of the unnecessary difficulty, the infrequency of repetition, and the unreasonably wide range of the words used in many popular series ;

(*b*) attempts to determine a basic vocabulary on the lines of similar studies in reading or composition ;

(*c*) collection of mistaken conceptions as revealed by standardized tests and by an analysis of the gradual growth of concepts shown by case-studies of pupils at various ages.

Alongside these vocabulary studies have gone the beginnings of an effort to understand the types of activity which are useful at different stages in developing desirable habits of work, attitudes, or allegiances.

Standardized measurement in history began on a somewhat superficial level with surveys as to memory for selected facts—chosen usually on the basis of social utility or frequency of use in certain text-books. There are signs that the recent development of techniques for factorial analysis of ability and for testing values and attitudes will produce important evidence as to the factors associated with successful development of historical understanding, and provide some means of assessing the personal effects of historical teaching.

It would be interesting to know in this connexion

Digitized by Google

what is the effect on a developing sense of time of the exaggerated emphasis on units and centres of interest which characterizes certain schools to-day. A re-affirmation of the importance of time-charts and deliberate instruction with a view to the establishment of concepts may be needed in history as in mathematics, as a corrective to over-indulgence in activities and over-employment of equipment.

Case-studies of pupils who are regarded as successful students of history have not, so far, been so extensive as in the comparable subjects of reading or of oral language. They do, however, indicate a high relationship with socio-economic status and general richness of background and experience. There is also evidence of the usefulness of general intellectual ability; satisfactory personal habits of industry, persistence, and honesty; good physical health (including vision, hearing, and vitality); freedom from distractions; competent teaching; a suitable collection of text-books; and a personal acceptance of responsibility for learning.

The attainment of success in history is not of itself so obviously useful as success in a subject such as spelling. It does not offer the series of small conquests and the satisfaction of measurable progress in speed or understanding which can be associated with increasing mastery in mathematics. The danger of complacent verbalism is probably greater than in the comparable study of geography. Its appeal is more similar to that of literary appreciation; and incentives for its type of learning can be found in the developing interest of children in the world as it is now, and the story of the changes that have occurred in relatively recent human memory. An admission of the importance of the provision of such incentives, and the willingness shown by teachers to promote active co-operation by pupils in the process of learning, are symptoms of the changes in attitude on the part of teachers of history which have occurred in the last forty years.

The following findings seem reasonably well-established on objective grounds:

1. Training in summarizing is followed by a definite improvement in the understanding of printed material.

2. The sense of time develops gradually up to about the age of 14. A study of the vocabulary of time is an essential element in its growth. Approximate dates have little or no significance until related to specific events.

3. The thought-processes of very young children are not qualitatively different from those of adults; but with maturity there comes progressive enrichment of meaning and increasing ability to generalize.

4. Concepts involving personal relationships are more difficult to teach than facts about objects.

5. Reliance on incidental and accidental learning for the development of concepts is not justified.

6. Socio-economic status and width of experience correlate highly with range of information and understanding of concepts. There should be systematic attempts, therefore, to supply a rich background of experience where this is absent.

7. Economy of effort results from preliminary attempts to determine the range and significance of the concepts held by pupils.

8. Failure to make progress in the use of history text-books is closely related to weakness of comprehension associated with ignorance of the concepts involved.

9. Most reading materials in history are unnecessarily difficult and employ too extensive a range of vocabulary. Pupils' understanding of them is much less adequate and accurate than is realized.

10. Films are useful in the teaching of history as a means of strengthening retention and encouraging voluntary reading. They have also an effect on the development of attitudes.

11. The influence of history teachers upon attitudes is at present less than that of the home or of associates.

Investigations are required on the following subjects:

1. The relative difficulty and approximate grade-placement of various topics and concepts.

2. The methods adopted by successful students.

3. The factors associated with weakness.

4. The construction of tests for the determination of readiness to proceed to the use of specific types of concepts.

5. The relative effectiveness of different types of material at different stages.

6. The relative value and suitable placing of different types of activity.

7. The extent to which desired attitudes are attained at different stages.

8. The effect of different methods of instruction or of direct as contrasted with incidental learning.

9. The optimal order of training in various types of skill.

10. The relation of reading ability to progress in history.

11. The part played by extra-curricular activities in the development of attitudes and achievement.

12. Analysis of popular text-books with reference to: (*a*) range and use of vocabulary, (*b*) selection of topics and relative emphasis on topics.

13. A determination of the minimum essentials for history-teaching in Great Britain.

CORRESPONDENCE

NAZI TEXT-BOOKS AND THE FUTURE

SIR,—Despite the bustle of end of term I am constrained to take up my pen to defend Plato. I feel that the writers of the article on "Nazi Text-books and the Future" ought themselves to be cautious and to check their own, apparently unconsidered, statements, instead of expecting their readers to do it for them.

Plato nowhere, to my knowledge, expresses the view that the *main purpose* of the State is "to preserve the purity of the race and to organize the people for war against foreign barbarians". There is certainly no suggestion of this in the *Republic*, which is the only dialogue I have at hand. Plato assumes the possibility of war between his ideal State and its neighbours, and he therefore sets aside a special section of the community whose sole duty will be military training and defence—in fact, a standing army. But these, the ἐπίκουροι, are only a part, and the less important part, of the φύλακες, the Guardian class; the 'philosopher kings' are the real rulers (φύλακες παντελῶς), the administrators, whom the ἐπίκουροι obey.

(*Continued on page 16*)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

In this first book (which is intended for pupils of 11 or 12) grammar lessons comprehend only the broadest outlines. The other two books are in active preparation.

METHOD OF ANALYSIS

By FRANCES E. BEVAN, Classical Tripos, Cambridge. 1s. 3d.

A collection of passages from English literature for Grammatical Analysis, suitable for Upper and Middle Forms in secondary schools.

THE MINSTER ENGLISH TEXTS

Edited by J. C. DENT, M.A., Headmaster, Westminster City School. Each book is provided with two sets of exercises—one on the text in general and the other designed to help more detailed study of selected passages.

ADDISON—The De Coverley Papers. 1s. 9d. AUSTIN—Pride and Prejudice. 2s. 3d. BUNYAN—The Pilgrim's Progress. Part I. 2s. DICKENS—A Christmas Carol. 1s. 9d. ELIOT—Silas Marner. 2s. 3d. KINGLAKE—Eothen. 2s. 3d. LAMB—The Adventures of Ulysses. 1s. 9d. MACAULAY—Essay on Clive. 1s. 9d. SWIFT—Gulliver's Travels. Parts I and II. 2s.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new " Warner and Marten ")

GEORGE TOWNSEND WARNER
C. H. K. MARTEN D. ERSKINE MUIR

The famous " Warner and Marten " completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve " periods " into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. Book One—55 B.C.–A.D. 1603. 5s. 6d. Book Two—1603–1939. 6s. 6d. Section Two—1485–1714. 3s. 9d. Section Three—1603–1783. 3s. 6d. Section Four—1688–1939. 5s. 6d. Section Five—1783–1939. 4s. 3d.

AN EPITOME OF ENGLISH SOCIAL HISTORY

1730-1935

By J. W. RUDDOCK, B.Sc. (Econ.). 2s. 10d.

A full summary of legislation, facts and figures relating to English social history from 1700 to 1935. There are biographical and general indexes.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 215 diagrams. 5s.

This is the second volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. A third volume—Light—is in preparation.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. See note above.

A SCHOOL CERTIFICATE CHEMISTRY COURSE

By P. T. FREEMAN, M.B.E., B.Sc., Ph.D., F.I.C., Headmaster, Peter Symonds' School, Winchester, and J. L. ST. JOHN, B.Sc., Assistant Master, Peter Symonds' School, Winchester. 8 half-tone plates and 77 figures. 5s.

BLACKIE'S ILLUSTRATED LATIN SERIES

With Introduction, Notes, Appendices, Vocabulary, and Illustrations. Cloth boards. Prices generally, 2s. 3d. each. Authors included are Caesar, Cicero, Entropius, Horace, Livy, Ovid, Plautus, Sallust, Tacitus, Virgil, etc.

LATIN VERSE THROUGH THE AGES

A Simple Anthology for Middle Forms. Compiled by R. ARROWSMITH, B.A., Classics Mistress, Kirby School, Middlesbrough. 2s.

FRENCH REVISION TEST PAPERS

By F. BLACKBURN, Modern Language Master, North Manchester High School for Boys. 10d.

Suitable for pupils in the School Certificate year. Each paper follows the same plan: Question I provides a revision of the verbs ; Questions II and III deal with a wide variety of grammatical points ; Question IV is a prose translation; and Question V an unseen translation.

A REVISION COURSE OF FRENCH GRAMMAR

By B. J. PENDLEBURY, M.A., Assistant Master at the Douglas High School, I.O.M. 2s.

A systematic course of revision for fourth forms.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

Plato's ultimate aim is seen quite clearly in his plan for the education of the ' philosopher kings '. The goal of their education is the vision of the Good (which is the source of all truth and understanding), of the Beautiful and the other Forms. In the light of this vision they are to govern. Hence it may truthfully be said that Plato's goal for the State was the organization of government and of society according to the ultimate laws of reality.

I am quite willing to admit that Plato was totalitarian in his *methods*; but is not the trend even of British democracy towards this? He even recommended practices which are characteristic of Nazism as we know it—the politic lie, the subordination within the Guardian class of the family to the State. But between Plato's *ends* and Hitler's there is no similarity.

I suggest that the writers of the article have confused the *Republic* with the constitution and society of ancient Sparta, of which Nazism is a lineal descendant.

May I close with that quotation from the *Republic*, so well-known yet so worthy of repetition?—" Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils—no, nor the human race, as I believe—and then only will our State have a possibility of life and behold the light of day." (Quoted from *Plato: Select Passages*, ed. Livingstone, Oxford University Press.)

St. George's School, Harpenden. F. W. GARFORTH.

[We agree that between Plato's ends and Hitler's there is a world of difference, but does the end justify the means? We hope to publish in our next number an article by Dr. Neurath on " Plato and Nazi Text-books " which will deal with the points raised by Mr. Garforth.—ED.]

RATIONALISM, SCIENCE, AND RELIGIOUS EDUCATION

SIR,—In his review of my pamphlet on *The Riddle of Religious Education and a New Solution* (*The Journal of Education*, November, 1944, p. 558), Dr. Yeaxlee accuses me of saying something I know to be both untrue and impossible—that " the logical solution is to get rid of " religion in education. The words quoted certainly appear in the pamphlet but not in connexion with education in general. They related solely to religious education in State-aided schools and they were prefaced by the remark that " So long as it [religion] is handled *on the lines hitherto prevailing in our schools*, no process of compromise or simplification can transform it into a subject that can be taught to any class anywhere by any teacher with the same ease and confidence as the rest of the curriculum ". Again, the words quoted were immediately followed by this sentence: " Since religion *as generally treated* is a matter upon which the community is, always has been, and always will be divided, it is out of place in a democratic system of education." The phrases here italicized were similarly emphasized in the text of the pamphlet in order to make the conditions of the " logical solution " perfectly clear. It is one thing to maintain that religion *as generally treated* is out of place in the nation's schools, and another to advocate the elimination of the subject of religion from the education of the child.

Beyond commending a better acquaintance with the literature and the leading exponents of Rationalism I do not propose to deal here with Dr. Yeaxlee's argument that Rationalists like myself are necessarily bad psychologists and afflicted with sectarianism. I am more concerned at the moment with his apparent failure to appreciate the psychological difference between the prevailing method of teaching religion and the method I propose. The difference is not to be bridged by introducing some information about the great religions into a course designed " to teach the Christian religion ". Nor will it disappear even if we achieve, for school purposes, the rather optimistic project of " a Christianity which is free from both sectarianism and obscurantism ". The method of religious education which Dr. Yeaxlee defends is the teaching of the Christian religion, and its primary function is therefore to make every child a Christian. In fulfilling this function the method is reinforced by " the corporate act of worship " imposed by the Education Act. The treatment I suggest is fundamentally different from this, since it aims not at proselytism for any religion or group of religions but at the strictly objective presentation of all religions. Teachers in general will, I feel sure, welcome the opportunity of dealing with religion on precisely the same pedagogical principles as are adopted in connexion with other subjects. This aspect of the problem is cogently discussed in a recent pamphlet by Mr. Charles T. Smith: *The Teacher's Case for Religious Instruction* (Watts & Co., 6d.).

3 Eccleston Place, London, S.W. 1. ADAM GOWANS WHYTE.

[If I misrepresented Mr. Whyte by failing to quote him at sufficient length I hasten to express my regret. His letter makes perfectly clear the difference between us. He holds that the teaching *with conviction* of any religion, Christianity or another, in a State school is not desirable: he would therefore replace it by purely intellectual presentation to children of the history and tenets of the great religions of the world, including Christianity. I hold that by itself this is not religious education at all, though it should be included if the curriculum is to be complete. " Teachers in general " of course wish, and ought, to " deal with religion on the same pedagogic principles as are adopted in connexion with other subjects ", but they recognize that religion is more than intellectual honesty concerning the objective facts on which it is based, though this is essential. What they rightly demand freedom to teach is the significance of these facts for the entire human person, in all his relationships, the place of faith as well as reason, and the way of life which follows from committal to a reasonable religious faith. Religion cannot be neutral about God.—B.A.Y.]

THE FUTURE OF LANGUAGE TEACHING

SIR,—Mr. Thimann in his article on " The Future of Language Teaching " in your November issue complains that, as the Norwood Report says: " No foreign department of a business firm could rely on the schoolboy's knowledge for the transaction of business ", and cites the curiosity of Mr. Joad " stifled beneath a dead weight of verbs and participles ". " The child's actual reward of five years' instruction ", says Mr. Thimann, " is rarely satisfactory, and compares poorly with that accruing to the adult after one or two years' intensive study." This, of course, is true not only of modern languages,

(*Continued on page* 18)

Digitized by Google

NELSON

JUST PUBLISHED

The Religious Background of the Bible

J. N. SCHOFIELD, M.A., B.D.

This is a companion volume to the author's *Historical Background of the Bible*. Mr. Schofield traces the development of religious doctrine and practice in Bible lands from the earliest times to the establishment of the Christian Church. The reader will gain a deeper insight into the complex problems of corporate religion in the ancient world.

Illustrated. 17*s.* 6*d. net*

Russian Cavalcade

E. H. CARTER

"'Russian Cavalcade,' in spite of its title, is straight history. And at last someone has dared to say what communism is in what one hopes will be a school text-book. Impeccable authorities are quoted. . . . Soon there will be no excuse for the exclusion of Soviet Russia from matriculation and other examinations." — *The Times Educational Supplement. Illustrated.* 3*s.* 6*d.*

American Life in Literature

DORA JESSOP, M.A.

"From the Mayflower to the Civil War" is the sub-title of this new volume in *The Teaching of English* series. It is an anthology of American writings, arranged in chronological order, which should help towards a deeper understanding of the backgrounds and history of our ally. 1*s.* 8*d.*

The Modern Greeks

A. R. BURN

A useful and topical book for senior classes. The author, a British Council representative in Greece (1940–41), and an authority on ancient Greece, gives an authentic and vivid description of the Greeks to-day, their setting, their daily life, their great traditions and present trials.

Illustrated. 5*s. net*

Horrabin's Atlas-History

OF THE SECOND GREAT WAR

Vol. 9. Sept. 1943—April 1944

With the ninth volume of his famous *Atlas-History*, Horrabin carries the story of this war right up to the eve of invasion. There are many maps and diagrams, illuminated by his terse comments on the unfolding drama. 5*s. net*

Modern French Stories for Beginners

These French reading books are part of the well-known *Modern Studies* series edited by Professor R. L. Graeme Ritchie. They are written in an amusing manner, the matter being entirely modern, whilst the stories themselves show an admirable insight into French manners and customs. Each set of books is carefully graded; there are no difficult grammatical constructions, and pupils will be able to read the stories without any help beyond that provided by the lively illustrations and the vocabularies at the end.

Strong Paper Covers. Illustrated. 10*d. each*

RECENTLY PUBLISHED

First and Second Grades of Set "D"

Les Dimanches de la Famille Pinson

Les Pinson dans le Commerce ROGER MAIRET

Third and Fourth Grades of Set "D"

Le Musée Dupont CLAUDE BERTIEL

L'Étrange Aventure du Docteur Varennes GEORGES COLARDEAU

The above are some of the latest additions to this popular series, and in reviewing the two "Pinson" volumes recently, the *Scottish Educational Journal* said that both books are excellent for "proving to the pupil that French is really a language that he himself could use."

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

but of any subject at all, and brings up the question as to what our aim is in sending a child to school, when the amount of concrete knowledge of history, geography, science, or French which he acquires could easily be doubled or trebled by an interested adult in half the time. It seems to me that, if a child of 14 or 16 leaves school alive to the world about him, interested and keen in finding out more, sensitive to some of the riches of art (in its larger sense) and with some basis for ethical standards, the school has done its work well.

The teaching of modern languages is, I would urge, education in the true sense of the word, but I think we should look on it with a more realistic eye. Let us admit from the outset that only one in a very great number will ever read, write, or speak the language tolerably well, that only a very few will ever visit the country where the language is spoken. The actual language teaching should then simply be the focal point of a study of a foreign culture reduced to elements which the children understand, for language is an expression of life. Now ask any child of 11 (the age at which modern language learning most frequently begins) what they know of France and French life, and they will probably reply that the French eat frogs and drink wine. Perhaps they might remember that Joan of Arc was French, but this is about the sum total of their knowledge—and upon this background we proceed to teach them the language ! What can they possibly absorb in the way of the foreign culture from the matter of their school books ? Their horizon has only widened to take in the activities of the Dupont family, eternally rising, going to bed, eating dinner, or shopping. The language teacher must cast aside any illusions about the possibility of turning her children into French scholars, and try instead to make France come alive, to make the children realize, as far as possible, that these French people are living now, working, speaking, and making their contribution to the world. This can be done in all sorts of ways, and every teacher will have his or her own list of topics that can be developed, and ideas to be worked out.

The general framework of French life can be developed from the point of view of the child, the French child's meals and holidays, his amusements, his schools with their differences of organization, uniform, rewards and punishments, the stories—half legend, half history—he has grown up with, the names and stories of French men and women who are known to the world, the riches of the different provinces in geographical, historical, and literary material, and some of the books the French child reads and hears of. Here especially there is plenty of scope. There are the books which can be obtained translated into English and suitable for the child's own reading, those which have been translated but which they will not at present read for themselves and perhaps never will (and which can be introduced to them in entirety or selected incident), and those which are not available in English, but from which incidents can be selected in relation to the needs and interests of the class. Dumas, Hugo, Jules Verne, Malot, the fairy tales of Mme. d'Aulnoy, Perrault, and Charles Nodier, the Arsène Lupin books, some stories of Maupassant, various animal stories, Daudet, incidents from the books of modern writers as Colette, Romains, Duhamel—all these will help to provide a French atmosphere and give a context to the word ' French '. The daily newspapers can be scanned for references to French politics, French music, and French art. There should be maps of France in the class-room, and, before the war, good postcard reproductions of French paintings and sculpture were easily obtainable. And, last but not least, there must be a class library of French children's books with lots of illustrations. French papers and magazines can be brought to the class-room and left about. French advertisements for commodities well known in both countries can be stuck round the walls. Scrap-books can be used. Make your own scrap-book first as a model, with a page for each room in the house, for animals, clothes, &c., with the name written underneath, and get the children to make theirs for competitions on sheets of brown paper or in old exercise books. They love it, and will make their parents buy dictionaries so that they can look up the words at home. Other valuable aids are games, songs, and dances. There are the gramophone, broadcasting, and in the future, we hope, films for every school, and perhaps television and long-term exchanges with pupils from French schools.

If a living interest in France is stimulated in the children by such teaching, they will be more likely later on to wish to attend the adult classes of Mr. Thimann where the language side is emphasized.

As to the formal grammar which *must* be taught, most of the dislike which it is said to inspire can be obviated by a teacher who creates the right atmosphere round the subject from the start and fosters this throughout the school. Give an impression that it is easy and attractive, present it in easily assimilable doses, and children will enjoy it.

Children always come to the learning of their first foreign language with such interest and enthusiasm, and it is a crying shame that such interest should be deadened instead of being carefully nurtured. Apart from this, there is no greater need to-day than for international sympathy and co-operation. " The only real unity is spiritual " Sir Richard Livingstone says in *Education for a World Adrift*, and he points out that co-operation depends on common ideals. Now it is impossible to expect common ideals when most people are totally ignorant of the way their neighbours think and live, but it seems to me that one of the ways in which we can prepare for the formation of such common ideals is to offer children some acquaintance with another culture, to give them interest in it and some sympathy for other ways of thought and life ; and this can best be done through wise modern language teaching.

(Miss) G. R. MATTHEWS.
12c Kingsdown Parade,
Bristol, 6.

EDUCATIONAL PAMPHLETS

SIR,—Guidance was given and information circulated by the Central Authority—the former Board of Education—in the form of Reports, Returns, White Papers, Circulars, Memoranda—and Educational Pamphlets. It will be interesting to see whether this line will be followed by the new Ministry.

The issue of the pamphlets (on sale to the public) extended over a period of many years between the Balfour and Butler Acts, and covered a wide range of topics, conveniently listed and numbered in most editions, such as Secondary Education, History, Geography, Science, Industrial Research, Adult Education, Languages, Rural Education, Mental and Scholastic Tests, Music, Arts and Crafts, The Universities, School Playing Fields, Museums and the Schools, amongst many others.

The publication of the pamphlets has been a contribution of considerable value to educational thought

(*Continued on page 20*)

Digitized by Google

HARRAP

EXERCISES IN PRACTICAL BUSINESS ARITHMETIC

H. F. Hemstock, B.Sc.

This new book assumes a knowledge of the basic principles of arithmetic and seeks by means of realistic exercises to give the student adequate practice in handling quantities of figures and making speedy, accurate calculations. It includes such up-to-date matters as P.A.Y.E. and deals with all the other sides of business arithmetic—invoices, stock sheets, sales analysis, percentages, &c. **2s. 6d.**

EXAMPLES IN ENGINEERING MATHEMATICS

S. H. Glenister and J. F. Middleton, B.Sc.

"The examples appear well chosen and are largely of the practical type."—*London Teacher.* "A large number of good exercises suitable for first-year Senior National Certificate courses in various branches of engineering."—*A.M.A.* **3s.**

LANGUAGE STUDIES AND INTERNATIONAL RELATIONS

J. O. Roach, M.A.

At a time when the value of Modern Language Teaching is being assailed and called to question the issue of this pamphlet is opportune. Mr. Roach discusses the claims of various modern languages to a place in the curriculum, the content of the curriculum itself, and the place of English in our own time-tables and in those of schools abroad. **1s. 6d.**

BRITAIN OVERSEAS

F. H. Spencer, LL.B., D.Sc.

"Will serve as a reader or text-book for a wide range of age-groups. Dr. Spencer knows the form of appeal which is likely to be successful over the widest possible field. A notable addition to our school text-books on how democracy governs."—*London Teacher.* School Edition, **3s. 6d.**

UNITED STATES AND UNITED KINGDOM

G. F. Lamb, M.A.

"An anthology of an unusual kind. The influence which such a book may have in promoting proper understanding between the peoples of the two countries is obvious, and we commend the volume to the attention of English masters." *A.M.A.* **3s.**

THE DISCUSSION GROUP LEADER

K. S. Spreadbury, B.A.

Practical guidance on the conduct of discussion groups so that their deliberations gain effect and purpose. Illustrated with humorous drawings in colour by "Sheffrin" **2s.** net

GEORGE G. HARRAP & CO. LTD.

182 High Holborn
London W.C.1

Digitized by Google

and practice and a useful supplement to that supplied through official channels. As those who have been long enough in the educational service remember, they were not all of equal value. Some were considered to be controversial, but these usually contained the editorial safeguard that the views expressed were not necessarily those of the Board. Some, by general consent, were of outstanding merit and found a welcome in the educational world.

Of the early ones listed, No. 4, *School Doctors in Germany*, and No. 18, *Compulsory Continuation Schools in Germany*, have now a sinister sound in our ears when we meditate on what that country's much-vaunted educational system has led to.

Some of the later ones have been important contributions to educational literature. For example, No. 52, *School Pictures*, an exposition of general principles to guide the selection of pictures for schools, was superbly written, and its historical retrospect was a picture in itself of the varying currents of opinion on the adequate aesthetic training of children.

No. 60, *The New Prospect in Education, 1928*, was intended to be a contribution to the solution of problems of organization in connexion with the provision of proper educational facilities for older children. Published sixteen years ago it contains at least one sentence which would not be out of place as a preface to the Education Act, 1944 :

"We must recognize that mere administrative change is worthless, unless behind it there exists a real conviction and a new outlook."

Like many of the other pamphlets, it struggles bravely with educational nomenclature, a difficulty with which all writers on educational subjects are faced and which the debates on the new Education Bill emphasized. Educational terminology is not easy to those living within the boundaries of educational administration, let alone to those outside it. Readers of those debates will recall the confusion arising from the search for a name—"Part-time", "Young People's", or "County" Colleges—and will have noted with interest and perhaps some little amusement that after a considerable discussion as to what term to apply to the former "voluntary schools"—were they to be "auxiliary", "managerial", "non-county"?—it was decided to call them "voluntary"!

In another discussion and in another difficulty, the Minister of Education called to his aid—an Educational Pamphlet. He was speaking on the transitional grant formula upon which the Bill was based, that is one stabilized on the immediate pre-war level, and was asked for detail. Mr. Butler was reported as replying :

"The best advice I can give for a 'child's guide to knowledge' on the formula is to be read in the little grey book which I have read—being childish in these matters—entitled *An Outline of the Structure of the Educational System of England and Wales*. In the last pages the nature of the formula on which the transitional formula is based is set out extremely clearly."

In this pamphlet, No. 94, there are many other matters set out equally clearly. Compiled primarily as a preliminary study for the use of students of education from foreign countries, it has been found equally useful by students of education in this country. General principles are set out with simple clarity and its success is probably due in a large measure to this fact.

The pamphlets have been written in the era of the three 'R's'. New legislation is based on the three 'A's'—Age, Ability, and Aptitude—and necessitates vast structural alterations in the educational system.

If the new Ministry of Education continues the policy of circulation of information by pamphlet, a revised *Outline of the Structure of the Educational System in England and Wales* (with perhaps a chapter on Educational Nomenclature) would no doubt find welcome equal to that given to this Pamphlet No. 94, not only in official circles but also by students of education to whom it could well form a basis for wider reading.

Warrington. P. S.

EDUCATION AND THE UNITED NATIONS

SIR,—It will be remembered that *Education and the United Nations*, the report emerging from the Joint Commission of the London International Assembly and the Council for Education in World Citizenship, was reviewed in the issue of *The Journal* for October, 1943.

Since that time the proposals outlined in the report have been widely discussed both at home and in the U.S.A., and have been of great assistance to the Allied Ministers of Education in formulating schemes for the rehabilitation of the overrun countries in particular. So much so that the Conference of Allied Ministers of Education have decided to set up an Inter-Allied Bureau. Reference was made to this decision in Mr. Butler's speech at the Annual Conference of the Association of Education Committees held on November 16, 1944.

In reporting the adoption of the first of the recommendations of the Joint Commission, its secretary Mr. C. W. Judd, stated: "We trust that His Majesty's Government will take every possible step to ensure that the governing body of the Bureau is fully representative of all the United Nations, including those that have not in the past been represented by members in the Conference of Allied Ministers of Education, that a competent United Nations Secretariat directly responsible to the governing body of the Bureau will be appointed, and that the Bureau will receive such financial support from the Governments as will enable it to meet effectively the tremendous needs to which we drew attention in our report."

Another important recommendation was: "That plans should be prepared for the establishment of an International Organization for Education to promote the advancement of education generally and, in particular, of education for world citizenship so that education may provide a sure foundation for the post-war system." When this recommendation was brought to the notice of Mr. Butler more than a year ago, he invited the Commission to prepare for him a detailed memorandum on the possible aims, constitution, and methods of work of such a permanent international organization for education as it advocated. The work of drafting of these more detailed proposals was undertaken at the request of the Joint Commission by the Rev. Gwilym Davies, Hon. Director of the Welsh Committee for Education in World Citizenship.

This draft was speedily forthcoming and, after due consideration by a special sub-committee, has been submitted to the various bodies in membership of the Council. Most of the teachers' organizations have given general approval to the Draft Scheme, whilst it has been favourably received by the A.D.S.E. and the A.E.C., these Associations having set up sub-committees to watch and report on the progress of the scheme.

Again the Joint Commission recommended to the

(*Continued on page 22*)

Digitized by Google

Two important books for the daily assembly

THE ENGLISH SCHOOL HYMN BOOK

General Editor :

Desmond MacMahon, D.Mus.

Specially written, or chosen from the classics, these 200 hymns express the new outlook in the daily service.

It demands that a choice of school hymns shall include only words and music of real worth.

New impression—Complete Melody Edition—2s. 9d.

OTHER EDITIONS:

Full Music, **10s. 6d.** Junior Melody, **1s. 3d.**
Words only: Complete, **1s. 6d.** Junior, **1s.**

DAILY WORSHIP

Compiled and arranged by

R. J. Shambrook, M.B.E., M.A.

A book for the use of young people of 11 years and upwards at the daily assembly. The theme is unity. The five parts of each of the hundred services are centred on one theme, on a day of the Church's Year, on the Season, the Home, School, or National Life. Text of readings, responses and prayers is printed in full. First lines of hymns are given, with their numbers in the more commonly used hymn books.

"Complete and comprehensive."—*The London Teacher.*

"There is no doubt that this type of school worship makes the greatest appeal to young people" and the themes "make a delightful and logical sequence."—*Education.*

"Invaluable to many heads who want their school assembly to be reverent and distinctive."
—*Head Teachers' Review.*

Limp Cloth, **3s.**; Cloth Boards, **3s. 3d.**

Please write for inspection copies

UNIVERSITY OF LONDON PRESS LTD
MALHAM HOUSE BICKLEY, KENT

Digitized by Google

Governments of the United Nations that adequate plans should be made, in advance, for the work that would have to be undertaken in connexion with education in Germany and other Axis States when occupied and administered by the United Nations.

Action appears to have been taken upon this recommendation because it has been observed that, in certain respects, the work undertaken by the educational advisers of A.M.G.O.T. and the Civil Affairs Administrators of the Allied Armies in Italy appears to have followed closely many of the Commission's proposals.

The Commission has, however, recently made strong representations to Mr. Butler and the Conference of Allied Ministers of Education urging that there should be adequate advance planning for the much more difficult tasks that will have to be undertaken in Germany, and suggesting that the senior officer responsible for the work should have the advice and assistance of a small, but powerful, expert committee.

In conclusion it should be stated that the Commission has been in liaison with various organizations in the U.S.A. which have also been studying somewhat similar problems. As a result, a scheme very much like that of the Commission's has been drawn up by an International Education Assembly, presided over by Dr. Keyfauver and endorsed by the Liaison Committee for International Education.

Towards the end of the year, Dr. Keyfauver was appointed an educational adviser to the State Department in Washington, and in March of this year came to London as one of the principal members of a visiting Educational Delegation from the American Government—the other members including Mr. J. W. Fulbright of the Congress Committee on Foreign Affairs (chairman), Mr. Archibald MacLeish, Librarian of Congress; Dr. Studebaker, U.S.A. Commissioner for Education; and Dr. Ralph Turner.

The Delegation, in joint meetings with the Conference of Allied Ministers of Education, prepared a tentative draft constitution for a United Nations Organization for Educational and Cultural Reconstruction (U.N.O.E.C.R.) that has now been submitted to the Governments of all the United Nations for ratification. It is the hope of the Joint Commission that the proposed organization will be speedily set up.

Town Hall, J. EWART SMART.
Acton, W. 3.

AMERICAN HISTORY IN A BRITISH SCHOOL

SIR,—Since its foundation in 1919, American History has been a regular part of the curriculum of Bembridge School. Independence Day has always been marked by a school celebration and special address, and the hoisting of the Stars and Stripes over the main school building in the Isle of Wight. Visitors passing the evacuation school in Coniston on July 4 wondered why a large United States standard was hoisted on a temporary staff on the lawn, and the boys gathering around: it was to remember Independence Day even in the school's temporary exile. In the school library there is an extensive American section.

The School has always been identified with work for international understanding and friendship. In 1934 the Federation of Soldiers, an association of those who had fought as Allies in the first world war, presented to Bembridge School its Medal "to the Public School in England which has led in constructional educational work with the object of promoting international understanding and peace". The medal hangs in the school Chapel.

The late Dr. Nansen, the Norwegian explorer and educationist, was an intimate friend of the School and lauded its work. There is a bust of Dr. Nansen in the school Chapel, and the School Trust has endowed Nansen Hill, Isle of Wight, as a meeting-place and holiday site where the youth of Europe may come, in post-war days, and make new friendships and promote understanding. King Haakon gave Nansen Hill his "blessing" and looked forward to the day when it would be of service to international peace through the youth of all countries.

American boys have been scholars at Bembridge School, and the Old Boys still keep in touch with the School's work for Anglo-American friendship. Recently the son of Oswald Garrison Villard revisited the School and renewed his acquaintanceship of fifteen years ago, when as a boy of 8, the Warden says, he made many wide and valuable friendships.

The renowned Indian poet, Rabindranath Tagore, was also a friend of the School, and once sent this message: "Morning has its birds' songs and life's daybreak has the music of the child. At every home comes to us this refrain of life with its pure notes of beauty. The bloom is constantly brushed off the world of man by the friction of its dirt, it is roughened and begrimed by the callous touch of age, yet there flows unobstructed the daily renewal of humanity in its ceaseless rebirths. The eternal repeats its call at man's gate in every child, and the morning's message keeps its melody unimpaired. It rouses response to-day in my heart, the life's awakening call that comes from children's shouts and songs round me, and I feel that creation finds its own true voice in them, the creation which keeps nestled in its heart the spirit of the world."

At Holmleigh, ARTHUR LAMSLEY.
Portsdown Hill, Portsmouth.

MULTILATERAL SCHOOLS AND THE U.S.S.R.

SIR,—In your December issue Beatrice King is at pains "to correct what appears to be a somewhat general misunderstanding about Soviet education", to wit, that the multilateral school is "the system on which education is organized in the U.S.S.R."

But is this, on Mrs. King's own showing, such a complete misunderstanding? Apparently "after selection, which for all other (*i.e.* other than a few highly gifted children) boys and girls does not take place until the fifteenth year, schools are entirely separate according to the different specialities". The plain meaning of this statement appears to be that *until* the age of 15 (*i.e.* the age by which, for sometime ahead, most British children will be leaving school and, therefore, that most relevant to our conditions) schools are not "entirely separate according to the different specialities", but *are* multilateral—or at any rate, not specialist. If I am wrong in this interpretation, perhaps Mrs. King will be good enough to correct me.

66 Meadway, CYRIL BIBBY.
Welwyn Garden City, Herts.

"Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do when it ought to be done, whether you like it or not."

T. H. HUXLEY.

Digitized by Google

BELL BOOKS

A NEW GEOMETRY FOR SCHOOLS

By CLEMENT V. DURELL, M.A.

STAGE A, 1s. 8d. STAGE B, 5s. 3d. (also in parts). Together, 6s. 6d.

"Mr. Durell's new books once again put the author well into the lead in the field of geometrical teaching. . . . A great advance. . . . Extraordinarily well planned and graded. . . . Admirably set out . . . the exercises are very carefully selected and graded and offer ample scope for all types of pupils. . . . Examples for oral discussion before the exercises are attempted are a welcome feature. . . . Excellent textbooks for all School Certificate candidates."—MATHEMATICAL GAZETTE.

A WORLD GEOGRAPHY

By A. R. BARBOUR SIMPSON, M.A., B.Sc.

The British Isles. 2s. 6d. **Asia.** 3s. **Africa, Americas and Australasia.** 4s. 6d.

The *British Isles* section, already in its sixth edition, has quickly established a wide reputation. Of the later volumes THE A.M.A. wrote, "we find equal clarity of treatment, and pains have been taken to concentrate on what is important. The numerous sketch-maps and graphs are very helpful. Special stress has been laid on trends, economic and otherwise, and their underlying causes. We recommend inspection of these workmanlike books."

ENGLISH FOR SCHOOLS

By F. I. VENABLES, B.A., and D. C. WHIMSTER, M.A.

BOOK I, 3s. 6d. BOOK II, 3s. 9d.

A fresh and carefully-planned course in Comprehension and Expression, the aim of which is to co-ordinate pupils' work in English from the age of 11 upwards. "The exercises cover all aspects of English . . . and the scope which is given for original work adds zest to the course. . . . The passages are long and satisfying . . . and range over a very wide field of interest."—SCOTTISH EDUCATIONAL JOURNAL.

LE CHEMIN DU FRANÇAIS

By F. A. HEDGCOCK, M.A., D. ès L.

PART I, 2s. 6d. PART II, 3s. PART III, 4s.

"First-class. . . . The clarity, careful arrangement, continued re-use of words and revision of grammar, the separation of Grammar lessons from Reading Pieces, the interest of the texts and the clearness of the French style make this series of books a very valuable addition to the armoury of the French teachers of this country."—MODERN LANGUAGES. "Books which will undoubtedly rouse the interest of the pupil and make the work of learning French a pleasure."—THE A.M.A.

NEW LATIN COURSE

By E. C. MARCHANT, M.A., and G. WATSON, M.A.

Fully illustrated. PART I, *sixth edition*, 3s. 6d. PART II, *now ready*, 4s.

Many schools have been using with satisfaction the first part of this course by these two experienced authors, and a second part has now been issued in response to requests for a continuation. The course successfully combines the old well-proved study of grammar with modern methods of approach. "The excellence of its arrangement and the special features which it has incorporated should ensure its adoption in very many schools."
THE INDEPENDENT SCHOOL.

Further details of the above and catalogues on any subject sent post free on request

G. BELL & SONS, LTD. :: PORTUGAL STREET :: LONDON, W.C. 2

Digitized by Google

SCOTLAND

RE-EDUCATING SCOTLAND

THIS is the title of a 50-page brochure edited by Naomi Mitchison, Robert Britton, and George Kilgour, which purports to be " a statement of what is wrong with Scottish education and what it might yet become, with a number of practical proposals for its betterment, put forward by the Education Committee of Scottish Convention, in the belief that here is the general opinion of enlightened and intelligent Scots about education in their country ". The writer of this note, though indisputably a Scot, cannot pretend to the degree of enlightenment and intelligence that would unreservedly endorse the general opinion of Scottish education expressed in these pages, but he has read with becoming humility, and not without enjoyment, this outspoken indictment of the present Scottish system and practice.

There is much in the picture, like that of Henry Grey Graham of another age, that is painted too darkly, though much also that is shown up in its true colours ; but the value of this little work lies rather in the proposals for the future than in its condemnation of the present and the immediate past. Not that many, or indeed any, of these suggestions are new : but they are presented forcibly and concisely ; they are developed in orderly sequence, and are invested with a spirit and power that spring from a knowledge of the day-to-day life of the ordinary teacher, and, equally important, of the ordinary pupil.

The suggestions include the more adequate provision of nursery schools (but the related question of nursery classes, an easier but less desirable provision, is left untouched) ; the more extended use of Froebel methods (but Montessori receives no mention) ; the application of intelligence and attainment tests (but teachers' estimates and the cumulative record card are at least equally important) ; the value of speech-training (which is generally conceded and which is by no means absent from our schools) ; the teaching of civics, social ethics, and politics in the secondary school (but is it wise at this stage ; our writers who appeal to Sir Richard Livingstone on so much, could not surely have appealed to him on this ?) ; the appointment of careers masters in every secondary school (but, even if desirable, this does not solve the problem of the Juvenile Employment Service) ; the classification of pupils in mental rather than actual age-groups (which in fact raises as many difficulties as it resolves) ; the reorganization of secondary education in three types of schools—academic, technical, and practical (but, if types of pupil do not correspond, this is merely to perpetuate social distinctions, and has in any case no psychological nor educational foundation) ; the staffing, in part, of the new Junior Colleges from the pre-war Junior Instruction Centres (a very questionable policy in view of the educational history of these Centres) ; the taking over of the Training Centres by the Universities, and the adoption of the principle that the Educational Institute of Scotland should have powers to accept or reject those who wish to enter the teaching profession, or at least interview all prospective teachers, (this last is a novel and perplexing proposition, not least to the Institute itself, and there is certainly no evidence in Scotland that the universities are willing to train teachers even if they were qualified to do so). Indeed, the section of this pamphlet on " The Training and Recruitment of Teachers " shows little ' inside ' knowledge, and compares very unfavourably with the Advisory Council's Report on the same subject, which is quoted in the bibliography.

But there are compensations : the remarks on the administrative system are just and well-timed, and the proposed reforms sound and sensible ; the outspoken criticism of the Forestry Commission will, it is hoped, be productive of good, especially in the field of rural education ; the lack of any Scottish organization for industrial research, is, as the authors point out, seriously to be deplored ; and the suggested " New Curriculum " for Scottish secondary schools, though certainly not ' new ', is soundly conceived and practically realizable. On the whole and within its compass, this is a stimulating and provocative study ; and, although we cannot agree that everything is so thoroughly unsatisfactory as the authors make out—it is possible sometimes to be right by accident—we believe they have in great measure realized their hope to " have arrived at something which represents the general forward-looking view of practical people who realize the extreme importance of education ".

THE TRAINED APPRENTICE

SIR GARNET WILSON, Lord Provost of Dundee, gave to a recent Press Conference an interesting and informative account from the educational standpoint of Scotland's participation in the scheme of the Building Apprenticeship and Training Council whose function is " to observe and advise on all matters concerning the recruitment, education, and training of young persons for the industry, both for craftsmanship and management, and to encourage by all appropriate means the development of craft apprenticeship schemes and student apprenticeship schemes on a comprehensive basis ".

The general plan of the scheme is envisaged in two stages which may be described as pre-apprenticeship and apprenticeship. Pre-vocational training courses for the former extending in some cases over one year, in others over two years, have recently been set up in ten centres mainly in the industrial belt, where boys on leaving school are trained in the building industry, and receive maintenance grants from the local education authorities who conduct the courses. Already about a thousand boys have undergone this training, and it is hoped that, when they become apprentices, they will be so stimulated by their previous training that they will be eager to take advantage of the further technical training that would be open to them at the second stage, both in the job itself and in the courses that would be provided by day continuation classes and technical colleges. A scheme, Sir Garnet disclosed, had been drafted and would, he hoped, be in full operation before many months, whereby apprentices in the building industry would be registered and bound by a master-and-apprentice agreement, the terms of which must be implemented to the satisfaction of the local Joint Apprenticeship Council, and a certificate issued to the craftsman on completing his full apprenticeship.

Even more ambitious is the scheme for the training of apprentices on special building works, as outlined in a recent circular to local authorities, covering a memorandum from the Ministry of Works and the Ministry of Labour and National Service. Briefly the

(Continued on page 26)

Digitized by Google

EDWARD ARNOLD LONDON

A new School Certificate Course

Exercises in Précis & Comprehension

By **E. E. ALLEN**, M.A., & **A. T. MASON**, M.A.

These 53 passages, mainly from contemporary authors, would make an attractive course of reading in themselves; they provide material for précis and for the comprehension tests which follow each one, including topics for class-room discussion or debate. The book will provide all the material needed over a two-years' course. **2s. 6d.**

¶ *HISTORY*

A History of the United States

By **C. P. HILL**, M.A., Senior History Master, Warwick School. For pupils of 15 or 16. With 16 maps. **5s. 6d.**

"A careful and scholarly work."—*The Journal of Education.*

The Tudors & Stuarts

By **M. M. REESE**, Head of the History Department, Wellington College. 440 pages. 9 maps. **7s. 6d.**

"The best short account I have read on the period, gathering together the latest views and putting them before the reader in an agreeable and challenging manner."—*History.*

Life and Work in England

A Sketch of her Social and Economic History

By **Mrs. H. A. L. FISHER.** 70 illustrations. **3s. 3d.**

Mrs. Fisher's vigorous prose and the many excellent contemporary pictures combine to show how England was turned from a country of marsh and forest to the land we know to-day.

¶ *BIOLOGY*

Completion Tests in Biology

By **L. C. COMBER**, M.A., B.Sc., Biology Master, Edmonton County School. 7¼ in. by 9¾ in., 64 pages, with 64 diagrams. **2s. 6d.**

A series of tests, to accompany a general biology course which, when completed, will serve as a revision notebook.

Some Problems of Being Alive

A Junior Biology. By **J. J. BRYANT**, B.Sc. 256 pages, with 117 illustrations. **3s.**

"An extremely lively little book. . . . From the very first page life is presented as a subject ripe for scientific investigation."—*School Nature Study.*

¶ *FRENCH*

Histoires de Fantômes

Four Ghost Stories by Dr. R. R. JAMES.

Translated into French and edited with Notes and Vocabulary by **R. P. L. LEDÉSERT**, Licencié en Droit, Licencié-ès-Lettres, Assistant Master at Eton College. **2s. 6d.**

The superb ghost stories of the late Provost of Eton were admittedly unrivalled in their field; here are masterly French versions of *The Scrapbook of Canon Alberic, Lost Hearts, Number 13* and *The Mezzotint.* (Arnold's Modern French Series, 4th to 5th years.)

French Prose Composition

for First Examinations. By **H. A. CARTLEDGE**, M.A., and **H. E. D. AXTON**, M.A. **3s. 6d.**

"A competent reference grammar, containing everything needed (and a bit over) for School Certificate and similar examinations."—*The A.M.A.*

Bien Écrire

A French Book for Senior Students

By **M. F. DUFOUR.** **4s.**

"An excellent book for upper forms, comprising all that is essential for advanced students."—*The A.M.A.*

¶ *MATHEMATICS*

School Certificate Arithmetic

A Revision Course. By **H. L. JONES**, M.A., M.Ed. 112 pages, with Answers. **2s. 6d.**

The theory in brief; worked examples, and plenty of exercises, to keep arithmetic fresh during the final year so often mainly devoted to other branches of mathematics.

Mathematical Test Papers

By **C. J. COZENS**, B.Sc., Senior Maths. Master, Peter Symonds' School, Winchester. Over 900 problems of School Certificate standard, in parallel pairs of papers. **1s. 4d.** Answers, **6d.**

Arithmetical Examples

By **F. A. J. RIVETT**, M.Sc. Three parts, limp cloth, **1s. 9d.**, **1s. 9d.**, and **2s.** respectively. (With Answers, **3d.** extra in each case.)

These 4,000 examples, carefully graded, and including revision work, should meet every requirement in the first three years of the Secondary School.

Essential in the School Library

Physics and Radio

By **M. NELKON**, B.Sc., A.K.C.
Lecturer, Northampton Polytechnic, London.

viii + 388 pages, 507 diagrams. **8s. 6d.** net

A reprint of this "basic book" is at present in hand, will repay its cost in many different spheres, is absolutely reliable and up to date, and offers remarkable war-time value.

EDWARD ARNOLD & CO.
LONDON: 41 & 43 MADDOX STREET, W.1

Digitized by Google

effect of the proposals is that in any area where more than 20 prospective apprentices cannot be placed in suitable apprenticeships, the Local Apprenticeship Committee may have power to approach building firms of standing with a view to their undertaking the training of boys as " apprentice master ". Following on this, the Committee might approach the housing or other appropriate local authority for the purpose of securing a contract with the " apprentice master " for the reinstatement of destroyed council houses, or the erecting of new houses, school buildings, community centres, or such other works as came under the provision of the scheme. In the event of a surplus of applicants, those completing pre-apprenticeship courses would have prior consideration.

It is all to the good that this great national industry should seek to organize itself from within, building on the foundation of a new apprenticeship system a national plan for the educative training of young craftsmen. Once established, such a scheme is likely to become permanent, and other industries may well follow its example.

EMPIRE AND FOREIGN NEWS

THE DEVELOPMENT OF EDUCATION IN THE CENTRAL ASIAN SOVIET REPUBLICS

By L. MAIRANOVSKY

IN the course of the last quarter century the peoples of the U.S.S.R. have made a rapid development politically, economically, and culturally, and the country has become a progressive, industrial, and agricultural power.

As an illustration, let us take the Kazakh Republic. In 1911 81,000 pupils, of whom only 6,128 were Kazakh, were attending school. There was not a single higher educational institution and no more than 146 libraries. By 1940 over 77 per cent. of the Kazakh population were literate. 8,000 schools, 120 technical institutes, and 19 higher educational institutions of university status were founded. 1,187,000 children were attending school in 1939–1940, *i.e.* 11·3 times more than in 1914–1915.

The development of the press and of publishing in general is a particularly good illustration of the growth of Kazakhstan's culture. For example, in 1913 only 13 books were published in editions of 4,000. Compare this with 1939, when 626 books were published in editions of 8,336,000,—48·2 times the number published in 1913. In the same period the growth in newspaper publication increased from 11 to 322, 29·3 times as compared with the years before 1917. The total stock of books in Kazakhstan's 3,304 libraries in 1939 amounted to 4,161,400, against 139,000 in 1913; in 1939 alone 1,043 specialists graduated from the higher institutes, and 5,203 from the technical schools. These facts alone show the immense growth of the Kazakh people's culture.

A similar picture of general cultural growth is observed in the Kirghiz Republic. Before the Revolution there were only 107 schools in the country, attended by children of Russian officials and the upper strata of the population. In 1940–1941 there were 1,645 elementary and secondary schools in Kirghizia attended by 328,700 children, 44 times more than in pre-revolutionary Kirghizia. Two districts of the Frunze Region have as many schools as were to be found in the whole of Kirghizia in 1913. In 1940–1941, 66 text-books were published there in editions of 1,000,000 copies.

Before 1917 it was rare to see a book, magazine, or newspaper in the Kirghiz tongue. In 1941, 296 books were published in 1,400,000 copies. In the same year 67 newspapers and 5 magazines were published in editions of 180,000. In 1940 six educational institutions of university status had an attendance of 2,539 students.

The figures for the development of libraries are a good illustration, too. In 1930, 50 libraries had a stock of 60,600 books. Eleven years later, the number of libraries had increased to 588 with a stock of 755,000 books. During the war social and cultural institutions in this republic have grown remarkably. The allocations made for education in the Kirghiz state budget were 44 per cent. higher than in the previous year.

This growth is typical of all Central Asian republics. From year to year the grants for cultural purposes are increased in the budget of the Uzbek S.S.R. In 1942 the expenditure on social and cultural measures was 852,000,000 roubles: in 1943, 1,006,000,000 roubles; and in 1944, 1,374,000,000 roubles. The result of the introduction of compulsory education in Uzbekistan in 1939 was that 50 times as many pupils attended school than before 1917, when hardly 2 per cent. of the local population obtained schooling. Before the Revolution no Uzbeks received university education. At present this republic has 40 universities, many technical schools and institutes. More than 200 newspapers and 35 magazines are published. An enormous number of cultural centres were founded: 1,500 libraries, 1,147 clubs, 500 cinemas, parks, &c.

Giant strides have been made in the cultural development of Turkmenistan which suffered greatly in olden times. The armies of Alexander of Macedonia, the Persian, Chinese, Arab, Mongol, and Turkish conquerors passed through these oases. Under Tsarism there were only 58 schools with 7,000 pupils for all that vast territory, and these schools were inaccessible to the vast majority of the population. But compulsory education introduced under Soviet power achieved splendid results. By 1939 literacy among the population of Turkmenistan had increased 60 per cent., and by 1940 67·2 per cent. In 1939 206,000 children were attending 1,377 schools. Before the Revolution Turkmenistan had no universities, now it has four. Besides these, there are 38 technical schools and other special educational institutions with an attendance of 7,400. That scientific work in the republic is intensive is evident from the ramified system of scientific institutes, laboratories, centres that exist. There are altogether 40 of these. More than 700 libraries and 606 clubs were founded here. The number of teachers is indicative of the development of education. By the beginning of 1939 there were 4,980 Turkmen teachers in the republic. The people have a great desire for education and this is taken into consideration by the government of the republic. The grants made by local and republican government budgets in 1944 for social and cultural needs are 293,000,000 roubles or 64·4 per cent. of the budget. In 1944 the grants for social and cultural purposes increased 2·9 times as compared with 1941.

The fifth Central Asian Republic, Tadjikistan, has followed the same path. An immense amount of work

(*Continued on page 28*)

Digitized by Google

A name was carved over seventy years ago...

The initials E.S.A. are as indelibly impressed upon the minds of school principals as those other initials painstakingly carved by generations of schoolboys on their desks.

Since 1870 this great house has been famed for the quality and range of its school supplies and furniture.

The catalogues it has issued down the years record the history of education in this country. In the new Age of Education which will dawn with the ending of the war, it will continue to play a not unworthy part.

1870 ESA 1945

Catalogues are scarce, but can still be supplied to Principals.

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1 *Telephone:* Holborn 9116
Stevenage, Hertfordshire *Telephone:* Stevenage 500

E/A3

Digitized by Google

has been done in this republic to raise the cultural level of the masses. Like all Central Asian peoples, the Tadjiks were deprived under Tsarism of the right to develop their own national culture. In these twenty-five years we have witnessed the rapid growth of a new life among the Tadjik people. By 1938 more than 4,000 schools with accommodation for 203,000 pupils were opened. Four colleges and 24 technical schools were founded. For the first time the Pamir peoples have a written language. Sixty newspapers and five magazines are published, and every year the government increases the grants for social and cultural purposes according to the state budget.

The peoples of Central Asia rose like one man to defend their country against the Fascist invaders. Thousands of Kazakhs, Turkmen, Uzbeks, Kirghiz, and Tadjiks are fighting in the Red Army ranks.

CANADIAN WAR-TIME EDUCATIONAL METHODS

From a SPECIAL CORRESPONDENT

THE return from Canada of English school-children who went out in the earlier days of the war has brought them back to the slightly different educational system which they have experienced since going overseas, although both systems are alike in this—a desire to secure the best results. Between England's and Canada's methods there are, of course, differences natural to the two countries. Every country has ways and preferences of its own.

Children who have come back seem to be favourably impressed by the Canadian way of life. It has been claimed in Ottawa that the health teaching in schools during recent years has contributed to a considerable increase in the stature of Canadian children, a most important matter from any standpoint. Measurements of 80,000 in Toronto schools have shown that children from 7 to 13 average 2 inches taller than twenty years ago, with corresponding increases in weight, and other age-groups in about the same ratio. It is also officially stated that Canadian children are "considerably taller and heavier than English and Scottish, and slightly above those of United States children measured in recent years".

Two war-time causes are mentioned—freedom from enemy occupation and abundant food supplies. Physical comparisons are easier than those relating to mental achievements. But on that ground the belief is general in Canada that facilities for education do not lag behind those of other countries in the Western Hemisphere. Though education is controlled by each of the nine Provinces, it does not follow that there are nine "systems" of education, the eight English-speaking Provinces being on pretty much the same footing in this regard; the Province of Quebec being in some degree "a law unto itself".

There is, however, one educational activity due to the war, which is common to the whole Dominion. It is known as an "Act Respecting the Carrying on and Co-ordination of Vocational Training". Agreements were entered into with the Provinces for a three-year period up to March 31, 1945, for the functioning of a Youth Training Programme, about one-third of the money allotted for such a purpose being used to assist university students in medicine, dentistry, engineering, and science.

Special features of Canadian educational work are the training of students for war industry, the training of tradesmen for the Armed Forces, and rehabilitation training for discharged members of the Services. This work goes on in over a hundred centres. Men and women over 16 are eligible for admission to full-time industrial classes, with the restriction that men within the age group liable for compulsory military training are not admitted unless they have been rejected for the Services.

While, therefore, the war has not changed the structure, policy, or function of the Canadian educational system, certain changes in *tempo*, correlation, and emphasis have been more or less inevitable in all the Provinces. The need for highly trained individuals for defence purposes, administrative departments, and industry, created problems at the beginning of the war in the industrial field of each Province, a shortage of qualified teachers in the schools being one of the most important.

Provision was made three years ago for refresher courses for older men who have been out of touch with specialised and precision industry; and special courses for adult men and women, with a talent for mechanics, who may desire to devote those talents to productive service for the war. Young men about to enlist in the scientific and mechanized branches of the defence forces are given preliminary training under this system. A similar high level of function has been reached by a branch of educational activity which in Canada is comparatively recent—the selection of trainees for defence forces, primarily by means of tests of intelligence and aptitude. Tests of health and fitness now have additional importance. These things have had an effect on the schools by putting greater emphasis on physical training, health education, and nutrition.

At no time in Canadian affairs has there been a more direct drive towards education for what is called "constructive citizenship". The establishment since the war of a Canadian Council of Education for Democracy was a step towards co-ordination of activities and a united national objective on the part of the provincial educational authorities, educationists, and organizations with programmes of informal public education or formal adult education.

One of the significant educational projects is that of the Canadian Legion War Services in co-operation with the Canadian Association for Adult Education on behalf of men in the Forces, primarily through correspondence courses, with a curriculum acceptable to all of the Provinces, and Newfoundland as well. The object of these courses is to make more skilled and efficient fighting men; to assist in upholding morale during times of inactivity or convalescence, and to prepare the soldier-student for civilian life after the war. These courses are supplemented by an educational library service.

AUSTRALIA

WHEN "old Frank" Raleigh, porter at Ormond College, Melbourne University, since 1883, died recently, he left life-savings of £4,000 to endow scholarships for needy students. There is no official record of Francis Raleigh's age. Last year he told a staff member he was 79.

Raleigh arrived at Melbourne University some time before 1883, a country lad from Ballarat (one-time gold mining and present grazing centre seventy miles west of Melbourne) to take charge of the University's herd of four cows. His charges grazed in rich grasslands long since buried under the concrete and asphalt of a progressive Melbourne suburb.

The first Master of Ormond College (the late Sir

(Continued on page 30)

Digitized by Google

ODYSSEY OF THE BROADCAST PROGRAMME · No.1

A Brave Send-off . . .

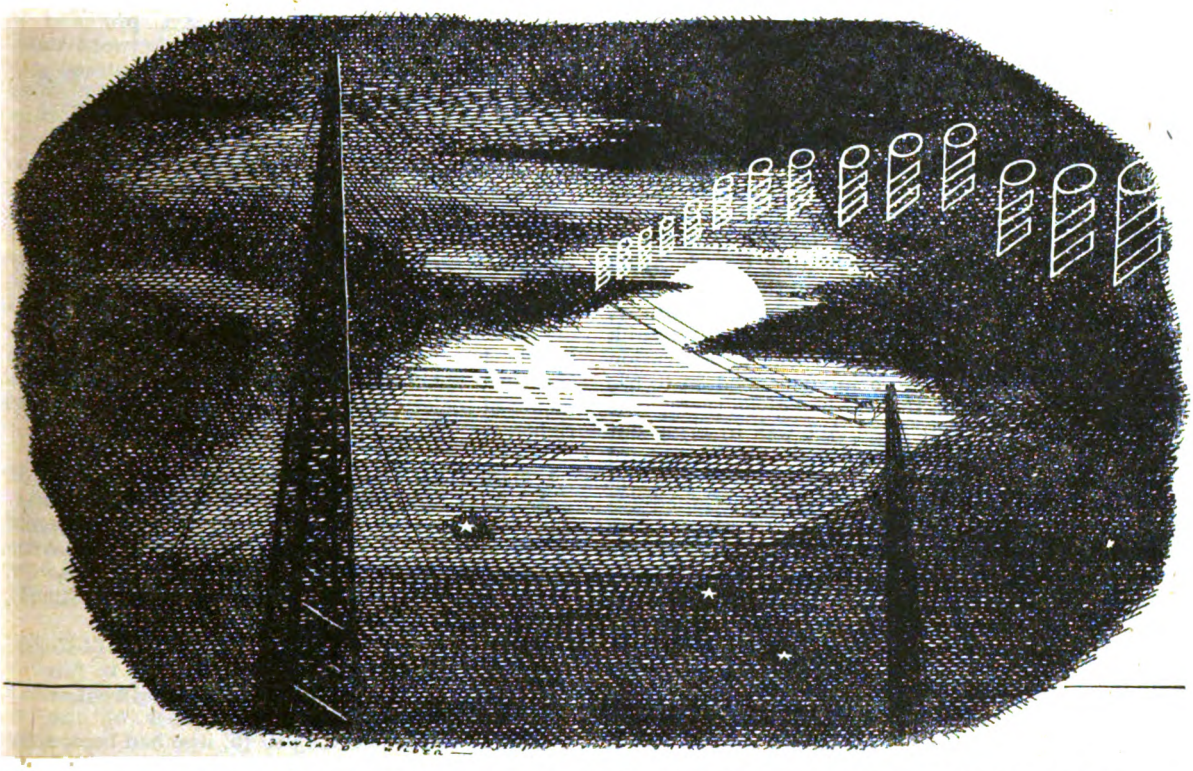
but how will it arrive?

When the broadcast programme leaves the microphone it is a virtually perfect translation of sound waves into electrical impulses : an "engineer's job."

And what then?

From the transmitter onwards the wireless waves begin their adventurous journey. During that Odyssey much may happen. Too often they arrive like a spent and breathless messenger. How many listeners ever really *hear* the programme as true to tone as when it left the Studio? Rediffusion listeners do. Rediffusion provides direct wire connection with the B.B.C. and receives the world's broadcasts by specially designed reception stations manned by their own radio engineers. Programmes reproduced in the home have the same quality that they had at the outset. Rediffusion cuts out the hazards of their journey to the listener's loudspeaker.

Broadcasts are turned on or off at will from a wall switch—it's as simple as that and as certain. It means reception without the receiver and without the worries. All the worries are dealt with *before* they can reach the listener.



PRIVATE WIRE RECEPTION SEES *EVERY* PROGRAMME THROUGH . . .

In all areas wired for Rediffusion the service is available for private housing, public buildings, schools, factories, hospitals, civic institutions and open spaces. Full information will be gladly given in response to enquiries addressed to the headquarters of Rediffusion at the address at the foot of this page.

REDIFFUSION

ISSUED BY BROADCAST RELAY SERVICE LTD., VICTORIA STATION HOUSE, VICTORIA STREET, LONDON, S.W.1. TELEPHONE VICTORIA 8831

Digitized by Google

John Macfarland) took office in 1881. Raleigh became his porter two years later. He continued his duties when Mr. D. K. Picken succeeded Sir John in 1914. In his period of service, " old Frank " has befriended and advised three generations of students. He has influenced the early life of many of to-day's leaders of the Australian Presbyterian Church. A few years ago Francis Raleigh decided he was too old for work and retired. His rest was short-lived, however, for war in 1939 took from Ormond College the younger man who had succeeded him. At his own request, " old Frank " came out of retirement, returned to old duties and died in the service of the College which had held his interest for a lifetime.

BRITISH PROFESSORS IN TURKEY

ANKARA University has paid a compliment to British Scholarship by appointing three professors, nominated by the British Council, to Professorships. Their names are : Mr. B. E. C. Davis (Chair of English), Dr. W. G. McCallien (Chair of Geology), Professor J. A. Strang (Chair of Mathematics). British Scholars already occupy ten Chairs at Istanbul University.

EDUCATIONAL MEETINGS

MR. R. A. BUTLER, Minister of Education, addressing the Annual Conference of *The Islington Borough Youth Committee* on November 22 said that work with youth depended very much on co-operation between the local education authority and local endeavour. He recalled Mr. Churchill's reference to 1940 as " our finest hour " and added, " I would describe your work and influence as ' our shining to-morrow '. That depends almost entirely on the way this country handles its young people ". Britain was going to be very short of young people in twenty years' time. In twenty-five to thirty years the country would be one million short of its needs. It was the young people on whom we depended for our salvation, and the Government had therefore decided to put the first lot of money in the reconstruction period into education.

The fact that eighty millions of new money was to be spent on education alone showed that the Government were really concentrating on the problem of youth and adolescence. Expenditure on education was six million pounds more than on the extra cost of social insurance, half of which would, incidentally, benefit young people through the meals and milk policy. This money was being spent on education because young people were being depended on to use the opportunities which the war had given them. The motive of the new Education Act was to bring out the talents of young people and make the best use of them. He wanted to see the best in every girl and boy developed and brought out through the education service. He believed that in our new system that would be the case. Stating that the man of skill must have the same opportunity as the academic man, Mr. Butler said that he wanted England to give some of her rewards to people who could use eye and hand.

After outlining the principal reforms under the new Act, Mr. Butler stated that before many years were out they were going to have a definite scheme of continuing compulsory education for youth, but it was not his idea that we should have compulsion in the ordinary field of youth service. He intended that the youth service should be voluntary leisure-time activities organized without too much interference from the centre. Although youth organizations were not mentioned in the Act, their activities were important and would be incorporated into the working of the Act. " Some of the voluntary societies are worried lest they be crowded out. It is our intention that everybody should be brought in and work together. Youth service is a question of partnership between different people. In the service of youth let us all be united so that the youth can make the future world more certain than their elders have made it in the past." Mr. Butler stated that he was very keen to have the school-leaving age raised as soon as practicable because he felt that children of 14 and 15 were better in school than outside. He concluded by stating that the Government had decided to put community centres under the Ministry of Education.

SPEAKING on November 17 at a reception given by *The Standing Conference of Voluntary Youth Organizations* at the London Y.W.C.A., Mr. Butler said that the new Education Act provided in Section 53 a charter of co-operation between statutory authorities and voluntary bodies concerned with recreational and welfare facilities for school children and young people. The local education authorities had shown their readiness to back up, with funds as well as with premises and instructors, the work of the voluntary organizations serving the interests of young people. This partnership must not be regarded as confined to the provision of statutory funds to assist voluntary organizations in their work. It is equally important that the voluntary organizations should not be content with maintaining the special environments which they themselves have created for young people, but should in turn give their support to the statutory authorities in creating the wider environments of society which it is equally important to get right.

A ONE-DAY Conference organized by *The English New Education Fellowship* was held on Saturday, November 25, 1944, at the Polytechnic, Regent Street, London, on the subject of " The Re-education of Nazi-trained Youth ". The Chairman was Dr. W. J. Rose, Head of the School of Slavonic Studies, University of London.

Professor H. R. Hamley, of the Institute of Education, illustrated his lecture by reference to his own experiment in Iraq in 1942. This experiment, which was eminently successful, consisted of the re-education of boys aged 13 to 18, who had been under Nazi influence for six years, to self-discipline by means of giving them opportunities in camp life to organize their own courses of training in citizenship. The speaker recognized that the problem of re-educating German youth was a far greater one than that which he had encountered in Iraq, but he was not unhopeful of the solution. He had made himself familiar with conditions in Germany and had been present at Hitler Youth Camps. The natural impulses of youth to loyalty and self-sacrifice for an ideal had been perverted into a blind cult of a leader who could do no wrong, and the moral unhealthiness was shown in the encouragement given by Nazi ideas

(*Continued on page 82*)

Digitized by Google

THE ITALO-YUGOSLAV BOUNDARY

A STUDY IN POLITICAL GEOGRAPHY

By A. E. MOODIE, B.A., Ph.D.

This new book is a valuable contribution to a fresh examination of the problems of frontier-making in respect to one of the most critical zones of friction and contention in Europe. It shows that the making of a successful peace will depend upon more than "self-determination".

The geographical and historical background of the selected region has been surveyed exhaustively, especially in regard to the extent and development of political and economic relationships.

Size 5½ by 8½ inches. Cloth boards, 8/6

(To be published shortly)

MAN AND HIS WORLD

A COURSE IN HISTORY AND GEOGRAPHY

BY

JAMES MAINWARING, M.A., D.Litt., F.R.Hist.S.

(Head of the Arts Department, Dudley Grammar School)

With a Foreword by C. W. VALENTINE, M.A., D.Phil.
(Professor of Education in the University of Birmingham)

Book I

THE EVOLUTION OF THE OLD WORLD

284 pages. 5½ inches by 8 inches. Cloth boards, 4s.

Book II

THE EVOLUTION OF THE MODERN WORLD

372 pages. 5½ by 8 inches. Cloth boards, 6s.

Both profusely illustrated

". . . the writer weaves the threads of history and geography into a pattern that appeals to the reason and imagination of the reader. In short, he has produced two fascinating books. Dr. Mainwaring's treatment is always broadminded and often original."—JOURNAL OF EDUCATION.

"After reading both books from cover to cover we hasten to recommend our readers to do the same, for we feel that the broadminded and humane outlook which they embody is eminently calculated to supply the right background for a proper appreciation of the bearing of past events on current problems. In fact nothing more stimulating has appeared for some time."—A.M.A. JOURNAL.

Book III.—WEALTH AND ITS PROBLEMS

Ready shortly

COPIES OF I AND II WILL BE SENT ON APPROVAL

AN APOLOGY

Government requirements and war conditions are retarding the flow of our maps, atlases, globes, and text-books into the schools. Orders are, nevertheless, being executed in rotation, though we regret that delays are unavoidable. We appreciate very sincerely the patience shown by our many friends in the educational world, and we assure them that every effort is being made to meet their urgent needs.

GEORGE PHILIP & SON LIMITED

32 · FLEET STREET · LONDON · E C 4

THOMAS MURBY & CO.

BLOCK MODELS

Patterns for Construction with Descriptive Notes

By Dr. FRANK SMITHSON

Patterns and Equipment for Making Up

	Series I	Series II
Set of Patterns with Descriptive Notes ..	1s. 9d.	1s. 9d.
Set of cardboard blocks for mounting ..	1s. 9d.	2s. 0d.

Block Models Made Up

	Series I	Series II
Set of completed models, with Notes ..	6s. 0d.	7s. 0d.
Set of hand-coloured models, with Notes..	20s. 0d.	20s. 0d.

JORDAN'S CRYSTAL MODELS

And Crystallographic Nets. For constructing 41 models, representing Simple Forms.

Reprinted in colours from J. B. Jordan's "Crystallography." With instructions, 4s.

Mounted on card ready for making models, 8s.

Completed set of 41 models, 30s.

SIMPLE RELIEF MODELS

Patterns for their Construction

Designed by Dr. FRANK SMITHSON

This series of models differs from the "Block Models" in that they illustrate the relation between surface relief and outcrop. The models are useful in teaching geography and are intended to help the student to understand geographical maps.

Patterns and Equipment for Making Up

Set of Patterns, with Instructions and Description, per set, 6s.
Patterns mounted on card, 15s.

Relief Models Made Up

Set of Models made up, uncoloured .. .. £2 10s. 0d.
Set of Models made up, hand-coloured .. .. £3 7s. 6d.

CARDBOARD CRYSTAL MODELS

Representing Actual Minerals

Designed by Dr. FRANK SMITHSON

36 Models constructed from printed patterns.

Set of patterns, with instructions and sheets of labels, 4s.
Set of patterns mounted on card, with instructions and sheets of labels, 8s.
Set of Models made up, complete with labels, 40s.

UNDERGROUND SOUTH-EASTERN ENGLAND

L. J. CHUBB, M.Sc., F.G.S.

A three-dimensional geological map of the World, London Basin and Chiltern Hills. It extends as far north as London and as far west as Portsmouth, and measures approximately 14½ × 12½ inches. Scale about 10 miles to 1 inch.

In coloured sheets to be made up, 12s. 6d. *net*

Map made up. 25s. *net*

Send for lists of Maps, Models and Publications

40 MUSEUM STREET, W.C. 1

Digitized by Google

to intolerance, lying, and dishonesty. It was absolutely necessary to set something healthier in its place, since youth must have ideals for which it is prepared to work. The principal needs of youth were psychological security, a social basis for living, and a furtherance of cultural development. Military defeat and the occupation of Germany by foreign powers would be a great psychological shock, from which only a positive faith could raise them.

Speaking on behalf of the German Educational Reconstruction Group, Dr. Minna Specht stressed the necessity for a realistic method of tackling the problem, emphasizing that many thousands of children's camps now exist in Germany, in which children, purposely separated from their parents, are indoctrinated with Nazi ideas, to enable them to be used later as tools of the present régime. Also, there were many boys, now actually in the Wehrmacht, who had had an opportunity of taking part in the attempt to enforce the doctrines they had learnt. They would require careful and sympathetic handling, and she made a special plea for patience and sympathy, as they would be bewildered, unhappy children, often aggressive and sullen because of their unhappiness.

Dr. Strauss emphasized the need of concentration upon attitudes and general outlook rather than upon ideologies. A substitute had to be provided for the Nazi ideology—not just another system of ideas, but a new manner of life. He suggested establishing contact with young men in prisoner-of-war camps in England. Finally, he urged that every surviving relic of the old German State machine be entirely eradicated.

Dr. Drzewieski (Warsaw) stressed that re-education was impossible without some system of ideas—the problem of the Nazis was one of *degree*, an exacerbated form of a universal danger. While helping Germany we must preserve a wider sociological perspective and not lose sight of a world danger, which might again break loose.

In summing up the work of the Conference, the Chairman, Dr. Rose, after expressing the hope that Prof. Hamley's experiment would receive adequate publication in book form, described his own experiences in Germany before the last war and the general attitude which he found there. He was not sure about the role of English people in the re-education of German youth; that should be done by Germans. But we could help in so far as we wanted to give them not our own system of democracy, but our own experience of the pursuit of our ideals; we should also have to set our own house in order educationally, economically, and spiritually. He felt confident that the problem could be solved, and that the large attendance at the Conference was in itself a great sign of hope for the future.

AT an Extraordinary General Meeting held on Tuesday, November 14, at the Royal Empire Society, *The National Book Council* adopted a new and broader constitution and changed its name to that of National Book League.

Mr. John Masefield, who presided at the meeting, said we all looked forward to an England freed from the curse of war, eager to mend her shortcomings, and bright with intelligence. The National Book League sought, through the wide use of books, to make this the most thoughtful, the best taught, the wisest, and therefore the most hopeful country. Mr. Masefield concluded his speech by speaking a new poem written in honour of the event:

> After destruction, lo, a human need;
> For folly, knowledge; and, for blindness,
> Our harvests, who shall reckon? we sow seed
> That unborn generations may have light.

Mr. G. Wren Howard said that the effect of the changes in the constitution would be to throw open the membership of the National Book League to the whole reading public. Too many people in the past had been shy of books, bewildered by their variety, ignorant of how to get information of them. It was the task of the National Book League to remedy this.

Mr. John Hadfield, the Director of the National Book Council, made a statement on the plans for the development of its activities as a League. He pointed out that the war had greatly increased the use of books. The experience of publishers and booksellers and of the Education and Welfare officers in the army, supported by the statistics of the public libraries, all confirmed this. The formation of the National Book League provided an unprecedented opportunity for bringing together the creators and the readers of books, and all cultural organizations concerned with their use. With the extension of State control in many spheres of life, it was essential that there should be a powerful association which could speak for books in the councils of nation and give guidance as to the use of books in modern society.

THE Sidmouth Workers' Educational Association and Trades Council held a Joint Conference on "Education and the Community" on October 7.

In his opening speech, Mr. W. E. Philip, Secretary of the Devon Education Committee, emphasized the importance of action taken by the local education authorities in securing adequate education provision. He lamented that past provision had been sadly deficient; the new Act would make many advances. He warned the audience that future provision would have to be paid for, a spirit of 'give' must predominate the legislation. A planned and continuous system has been worked out which will cater for individual development. Local education authorities have been given provisional powers for sufficient primary and secondary schools besides county colleges, nursery schools, and youth facilities. The successful effecting of this provision will thus depend on the action of the local education authorities stimulated by the public. Mr. Philip stated that all primary schools must be brought up to standard and that more types of secondary education, grammar, technical, and modern must be provided for. Whether these schools would be separate or multilateral would depend on the needs of the areas concerned. He pointed out that many decisions would have to be made concerning county colleges for day continuation work. Length of courses, residential provision, and building facilities would all have to be questioned. He concluded by begging the audience to maintain a stimulated interest in education, extending their interest to local government, since the latter was complementary to central government. Discussion followed on the school-leaving age, finance, and provision of teachers.

Miss Hyde dealt with "Nursery Education", giving detailed explanations of building requirements. She held that nursery schools gave many advantages. They freed the mother from many irksome tasks, enabling her to play a fuller part in citizenship. They gave all citizens a responsible share in the maintenance of the nation's children, and they laid a sound educational foundation, mentally and physically. In the succeeding discussion, emphasis was

(*Continued on page 34*)

Digitized by Google

BLACKWELL'S FRENCH AND GERMAN TEXTS

General Editors: ALFRED EWERT, M.A., *Professor of the Romance Languages, Oxford.*
JAMES BOYD, B.Litt., M.A., Ph.D., *Professor of the German Language and Literature, Oxford.*

Now Ready

NOTES TO GOETHE'S POEMS
By James Boyd. Vol. I. **7s. 6d.**
This, the first of two volumes of Notes to Goethe's Poems, covers the first half of the Goethe anthology, i.e. down to the Italian Journey. The Notes are in the form of short introductions, giving the relevant biographical data, interpretations of the contents as a whole, and appreciations of the poetical qualities of each.

DICHTUNG v. WAHRHEIT
Books IX–XII (Selection). **8s. 6d.**
Edited by G. Craig Houston, M.A., *Westfield College, London.*

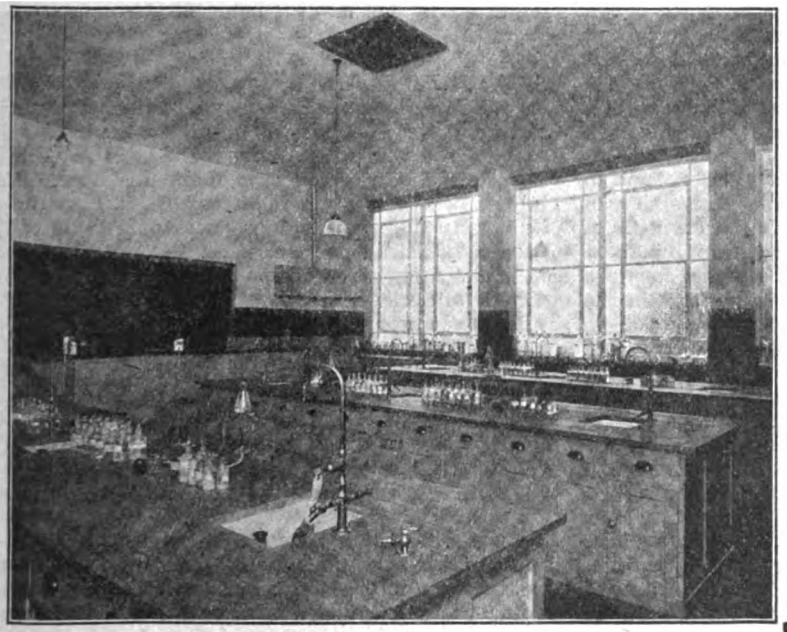
EVOLUTION OF MODERN ITALY
A. J. Whyte. Demy 8vo. 8 Maps. **18s.** net
"Eminently successful. To compress within a little over 250 pages the salient features of two centuries of Italian history is only possible to a writer possessed of great learning and gifted with the faculty of lucid exegesis."
—*The Times Literary Supplement*

In Stock

GOETHE: SELECTED POEMS	**7s. 6d.**
LE LIVRE DE MON AMI	**5s.**
CANDIDE	**5s.**
MITHRIDATE	**6s.**
HORACE	**3s. 6d.**
LES FLEURS DU MAL	**7s. 6d.**
TONIO KRÖGER	**5s.**
CAROSSA: EINE KINDHEIT	**6s.**
DER GOLDENE TOPF	**5s.**
GOETHE: WERTHER	**6s.**
HERODES UND MARIAMNE	**7s. 6d.**
LES FEUILLES D'AUTOMNE	**7s. 6d.**

Basil Blackwell · Oxford

NIVOC
Registered Trade Mark



At your service for all Furnishing Equipment *and* Maintenance *of* Educational Laboratories *of* all types

LABORATORY FURNISHERS *and* MANUFACTURERS *of* SCIENTIFIC APPARATUS

W. & J. GEORGE & BECKER LTD
17-29 Hatton Wall, London, E.C.1. Telephone: CHAncery 6011-4
157 Gt. Charles St., Birmingham 3. Telephone: CENtral 7641-3

Digitized by Google

laid on the fact that nursery schools were never intended to be " dumping grounds ", reducing the parents' responsibility.

Miss S. H. Mathias, lecturer at Exeter College, covered " The Diversity of Secondary Education ". She considered multilateral schools to be the most democratic, and lamented the present emphasis made on examination requirements in the secondary schools. She approved of the recommendations in the Fleming Report concerning the public schools. Divided discussion arose from this point ; two members of the audience hoped that the good service rendered by the secondary schools would not be forgotten. Another member could not reconcile democracy with a dual system of education, thus aggravating inequalities instead of solving them.

Councillor Chandler then spoke on " Community Centres ". He said that they propagated a healthy attitude towards life and social relationships, besides providing profitable recreational facilities. He considered that some community life was an essential part of full living, and lamented the prevalent lack of opportunity for many folk to enjoy a full life. He stressed their need for a meeting place with educational facilities, though he was opposed to the idea of linking up the centres with schools as has been done at Impington Village College in Cambridge. Neither did he favour a centre on the Peckham lines.

Mrs. M. Visick concluded with a talk on "Adult Education ". She believed that a well-educated public was vital for democracy, but felt that a great amelioration in social conditions was necessary before full advantage could be taken of educational facilities. She emphasized the cultural interests of the W.E.A. and revealed that it catered for 10,000 in 1943. The new Act gave the local education authority greater provisional powers for adult education, and she foresaw great advances for existing adult education movements.

THE first Annual General Meeting of *The Scientific Film Association* was held on Saturday afternoon, November 25, at the Bonnington Hotel, London, and was followed by a film show. The Chairman, Mr. Arthur Elton, proposing the adoption of the annual report, stressed the need for critical appreciation in the field of scientific films. The world of publishing had an elaborate organization for criticism and documentation of every book directly it was published. Without some such machinery the film would remain an ephemeral thing instead of being part of our national culture. He hoped this deficiency in the scientific film would be made good by the Scientific Film Association, which was now publishing a catalogue of such films. A great deal of interest had shown itself during the past year in scientific films and the Association had made contacts all over the country. This work had, up till a short time ago, depended entirely upon voluntary committees, but now the Association had a part-time secretary.

Leaving the national field for wider interests, the Chairman mentioned the considerable interest shown in the U.S.A. and Canada. The Canadian Government had appointed a representative in Ottawa to cater for interest there in scientific films. He hoped the Scientific Film Association would play its part in the international exchange of information by films.

PERSONAL NOTES

WE are very sorry to announce the death of SIR PERCY NUNN. For health reasons he retired some years ago to Funchal, Madeira, and died there on December 12.

After some years' experience in secondary schools and as an examiner in philosophy and psychology in various universities, he was in 1905 appointed Vice-Principal of the London Day Training College, and in 1913 Professor of Education in the University of London. In 1932 the College became the Institute of Education of London University, and Nunn remained as Director until 1936. He quickly became recognized as one of the leading authorities on education in the country. He was President of the Training College Association, Chairman of the Education Section of the British Psychological Society, President of the New Education Fellowship, President of the Mathematical Association, President of the Aristotelian Society, and a visiting professor of Columbia University. He was a member of the advisory committee of the Colonial Office on education and a member of the Senate of London University. In 1930 he received the honour of knighthood. He contributed many articles to educational journals, including *The Journal of Education*—in particular, one on " The Multilateral School " in February, 1943. For the Board of Education he wrote the report on *The Training of Teachers in Mathematics*, and was responsible for various articles in *The International Year Book of Education* of Columbia University. The work by which he is best known is *Education : Its Data and First Principles*, published in 1920. He was a man of great personal charm, and his death will be deeply regretted by his many friends in this country and overseas.

* * *

SIR FRED CLARKE, Director of the Institute of Education and Professor of Education in the University of London, will retire on September 30, 1945. Professor G. L. Jeffery, D.Sc., M.A., F.R.S., will succeed him as Director of the Institute. Prof. Jeffery has been Astor Professor of Mathematics at University College, London, since 1924, Dean of the Faculty of Science since 1938, and Deputy Chairman of Convocation since 1939. He became a Fellow of the Royal Society in 1926.

In the February, 1943, number of *The Journal* we said that the honour of knighthood conferred on Sir Fred Clarke " will delight his many friends—a term which includes all his colleagues and students, past and present, as well as other readers of *The Journal of Education* to which he is a regular contributor ". We heartily welcome his appointment—just announced—as Chairman of the English Advisory Council of Education.

Sir Fred Clarke occupies a position of unique authority and prestige, partly because his experience has been unique. After a brilliant career at Oxford, a few years teaching, and a period as Professor of Education at Southampton University College, he went to Cape Town. At that time the new Dominion of South Africa was struggling to solve the multitudinous problems left by the Boer War and the peace, and it was gradually moving towards full and united nationhood. Fred Clarke quickly made for

(Continued on page 36)

Digitized by Google

"NEWTON"

Optical Projection Apparatus

FOR THE

School Hall, Class Room, Laboratory

PROJECTION MICROSCOPE

Series I for magnifications up to 500 diameters

Series II for magnifications up to 1,500 diameters

also

- OPTICAL LANTERNS
- FILM STRIP and FILM SLIDE LANTERNS
- EPIDIASCOPES
- POLARISCOPES

Lantern Slides and Film Strips

ALSO

Slides from Clients' *own* Negatives and Prints

SUPPLIES SUBJECT TO WAR-TIME CONDITIONS

Further particulars on application to :

NEWTON & CO. LTD.

(Established over 200 years)

Telephone : WELbeck 4131 (2 lines)

72 Wigmore Street
London, W. 1

Telegrams : "Newtobar Phone London"

UNIVERSITY COLLEGE

LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

The Reference Book of the Service of Youth in Britain

A compendium of detailed information

YOUTH ORGANISATIONS OF GREAT BRITAIN 1944-45

General Editor :

DOUGLAS COOKE, M.C., M.A.,

With a Foreword by

J. F. WOLFENDEN, C.B.E., M.A.,
Chairman, Youth Advisory Council

This Book is an attempt to make a comprehensive survey of the field of Youth work.

Its Contributors include the Duke of Norfolk, the Earl of Home, Lady Helen Graham, the Countess of Antrim, the Countess of Mayo, the Countess of Eldon, Viscount Astor, Viscount Bridgeman, Lord Aberdare, Lady Eleanor Keane, Lady Baden-Powell, Hon. Mrs. Alfred Lyttleton, Air Marshal Sir Leslie Gossage, Sir Percy Everett, Vice-Admiral J. G. P. Vivian, E. G. Savage, Mrs. Walter Elliot, Miss K. Curlett, Rev. H. G. G. Herklots, and many other Presidents, Chairmen and Chief Officers of Youth organizations.

Its Contents include—Youth Advisory Council—National Conference of Youth Service Officers—Standing Conference of National Voluntary Youth Organizations—Organizations represented on the Standing Conference—Youth Leaders' Associations—Pre-Service Organizations—National Association of Training Corps for Girls—Religious Youth Organizations—Political Youth Organizations—Other Organizations—Appendices—Books and Periodicals—Addresses.

8s. 6d. net

(by post 9s. 1d.)

JORDAN & SONS LIMITED

116 Chancery Lane, London, W.C. 2

Digitized by Google

himself a reputation not only as a great teacher but also as a wise counsellor. He saw better than any one the intimate connexion between education and politics and the way in which the school could be used to heal fissures, to bind together competing groups, and to help the community to move forward towards a richer life. Then, later, in the twenties, he was called to Canada. Once more he found himself in a society where racial, linguistic, and religious differences and conflicts loom large, and once more his understanding of the social function of education found full scope.

So, when Clarke came to London ten years ago, he was well equipped to render service. For here too deep divisions exist, and here too the schools can help to heal them. Furthermore, he could never forget that the English problem is no isolated one, and that the solutions proposed here have repercussions elsewhere, since England is the heart of a great and rapidly evolving Commonwealth. It is unnecessary to list his many contributions to the reform of our educational system, for they are fresh in our minds. It must suffice to say that every one of the great measures that have been passed, every one of the Reports which serve to guide our policy here and in the Colonies and Dependencies, bears his mark and is more enlightened and progressive than it would have been without his counsel.

As Director of the University of London Institute of Education, Clarke built on the foundations so well laid by his predecessors, Sir John Adams and—now, alas, the late—Sir Percy Nunn. He supported and developed the influence of the Colonial Department. He encouraged the work of the Department of Oversea and International Studies and of the Department for the study of English as a Foreign Language. During the difficult period of evacuation and through the other disturbances due to the war, he guarded the interests of the Institute and maintained the range of its activities. Under his leadership the staff worked as a united team. He restored the Department of Child Study, now busier than it ever has been. Even the Department of Higher Degrees and Research through all these arduous years has never ceased functioning. In addition to all this he managed to get going the Foundation for Educational Research, now a lusty infant full of promise. To realize what this has meant, one should bear in mind the many abortive efforts made in the past to start such a Foundation. Now, thanks largely to Clarke's advocacy, the whole educational world has become research-minded.

It is hard for his friends, his colleagues, and his pupils to realize that Sir Fred Clarke has now reached the age of retirement, and that this is his last Session as Director of the Institute. His energy and his enthusiasm are boundless. His contact with students is still spontaneous, close, and unforced—his influence over them enormous. We must hope that retirement in his case is but translation to a sphere of even wider usefulness and even greater activity. There are so many national and imperial problems in which education is inevitably and inextricably interwoven. It will be so difficult to strike a just balance between the claims of the Left and of the Right, to find that middle way along which real progress and expanding freedom lies. Let us hope that Sir Fred Clarke's wide experience, his wisdom and knowledge, his mature judgment, will continue to be as fully employed in the arduous days to come as they have been in the past.

* * *

DR. ROBERT MOIR ALLARDYCE, C.B.E., M.C., LL.D., who recently retired from the post of Director of Education in Glasgow, has been appointed a temporary Assistant Secretary with the Scottish Education Department for work in connexion with the Scheme for the Further Education and Training of ex-Service Men and Women.

Dr. Allardyce was educated at Robert Gordon's College, Aberdeen, and at Aberdeen University. After graduating with honours at that University, he became classical master at Elgin Academy, and later at Glasgow High School. He saw active service with the Argyll and Sutherland Highlanders during the whole of the last war, when he attained the rank of Captain and was awarded the Military Cross. In 1919, on his return to civil life, he became Director of Education to the Counties of Clackmannan and Kinross; in 1925 he was appointed Deputy Director of Education in Glasgow, and he became Director in 1929.

For his services to education Dr. Allardyce was awarded the O.B.E. in 1936, and he was made a Commander of that Order in 1943 in recognition of his successful administration during the intervening difficult years. He has also been honoured with the degree of LL.D. from Glasgow University.

TOPICS AND EVENTS

Dispersal of Office Staff.—*Dispersal*, a report published by the Oxford University Press (price 3s. 6d.), sets out the results of an inquiry made over the last two years by the National Council of Social Service into the social and personal problems which are raised by the dispersal of office staffs from London and the great cities. The report argues from the Barlow Report, and from subsequent investigations into the question, that "there is an overwhelming case on the grounds of national interest for placing out of London and other great cities all those who can do their work elsewhere without great loss of efficiency". A careful study has been made of the experience already gained in the evacuation of office staffs under pressure of war. It is pointed out that this evacuation was forced and took place under the most difficult conditions. At the same time, in spite of the inconveniences and discomforts endured, it was shown that reasonable efficiency can be maintained without the office staffs being situated in London. If dispersal, however, is to be permanent, the future social and personal problems of the dispersed staffs must be carefully considered. As things are, there is little doubt that large numbers have a strong desire to return to London as soon as the war is over, though it may well be that the London to which they return, short of houses and greatly affected by the war, will not fulfil their hopes and wishes.

The report examines in some detail the needs of dispersed staffs. Travelling facilities, housing problems, educational provision, health and medical facilities, cultural and recreational needs are all examined in detail, with particular reference to areas within 80 miles of London. It is apparent that dispersal, if it is not to lead to much unhappiness and confusion, must be carefully planned. The report also makes it clear that there is a real responsibility

(*Continued on page 38*)

Digitized by Google

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

THE R.E.P. GUIDES TO

RELIGIOUS TEACHING HAVE BEEN approved by most of the leading Education Authorities in this country, and officially adopted by the GOVERNMENT OF ONTARIO for use in all day schools. Latest volume:

HEROES OF THE CALL AND QUEST

43 Lessons for Junior Classes from the O.T., N.T. and Church History, with full lesson outlines, study notes, and suggestions for handwork and scholars' activities. Cloth boards, price 5/-; Paper, 4/6 net (postage 4d.).

SEVEN OTHER TEACHERS' GUIDES

now in print: Senior, Junior, Infant and Nursery Grades

A RURAL YOUTH SERVICE

By **Désirée Edwards-Rees, M.A.** (Youth Organizer for the West Riding). A new book, rich in suggestion, dealing with the problems of work among young people in villages and small towns.
Cloth boards, price 3/6 net (postage 3d.).

TEACHERS OF TO-DAY

Current number ready of this forward-looking Quarterly and News Review. Price 2d., or 1/- per year, post paid.
Any book sent on approval on receipt of postage

RELIGIOUS EDUCATION PRESS LTD.
Wallington, Surrey

STANDARD BOOKS TO CONSULT

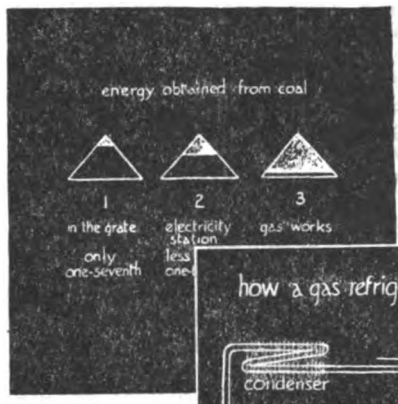
THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 9/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C.1

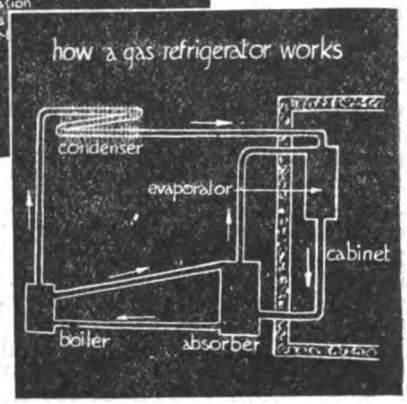
FOYLES
FOR BOOKS

Large Stocks of Educational Books

119-125 CHARING CROSS RD., LONDON, W.C.2
Telephone: GERrard 5660 (16 lines) Open 9-6 including Saturday



Diagrams are designed for reproduction on the blackboard, and are approximately six inches square for epidiascope projection.



A NEW TEXT-BOOK

"GAS . . . What it is—what it does."

The story of a vital public service, arranged for teaching in 12 specimen lessons and 46 simple diagrams, bound in cloth price 5/- post free.

This new book, written by a teacher for teachers, follows the current trend towards education in elementary economics and the responsibilities of citizenship. It tells in non-technical language the story of gas from coalmine to burner. Typical lessons explain "How town gas is made," "Our gas meter: how it works and how to read it," "How to get hot water," "The flame that freezes" (refrigeration), "How gas helps to make nearly everything we have." Lessons are self-contained and have extra data sheets for teachers' guidance. Local Gas Undertakings will gladly give all possible assistance with demonstrations and visits to gas works.

● **Visit the KITCHEN PLANNING EXHIBITION, Dorland Hall, Lower Regent Street, London, S.W.1, February 6th to March 3rd. Daily 10 a.m. to 5 p.m. (8 p.m. Thursdays). Admission free.**

Published by

BRITISH COMMERCIAL GAS ASSOCIATION
ONE GROSVENOR PLACE, LONDON, S.W.1

Digitized by Google

on employers, when considering the problem of dispersal, to take full account of the conditions under which their employed staffs will have to live, as well as those directly affecting their work. Not only will those who are dispersed have to be considered, but also those populations which are to receive them. In this connexion the report suggests that small and medium-sized towns are the most suitable areas to receive dispersal of this kind, and that in many cases careful planning would mean that the new-comers would be a welcome influx into towns of this kind. Proposals are made for machinery to ease the processes of dispersal and make smooth the paths of those who look forward to it with unfeigned distrust. There are some interesting facts about educational provision, and also on medical facilities in the area around London. The effects of the Government's plans for a National Health Service, and the successful development of the proposals in the Education Act, 1944, will do much to even out the many real inequalities and anomalies which have made the prospect of dispersal so unattractive in many quarters in the past. The need for a rebirth of cultural life in the small towns; for the development of a living interest in music and drama; for the provision of halls, libraries, and community facilities of all kinds is shown to be very great in the small towns.

The report is confined to the problems of office staffs, that is primarily clerical and salaried workers in the great urban headquarters of business and of government offices. The lessons are, however, of much wider application. As far back as 1580 alarm was expressed at the continuous growth of what Cobbett called the " great wen " : the Barlow Report has said the same thing in even more urgent terms of twentieth-century London. The need for dispersal is widely accepted. It is not so clearly recognized that dispersal must be carefully planned, not only in relation to economic and strategic needs, but also in relation to the social and personal problems which it will raise for those who are called upon, in the national interest, to take part in this modern exodus. This report is at once a call to action and an invaluable guide to all Government departments, business houses, and municipal authorities, on whom will fall the task of dispersal.

Reading in Bristol.—The Annual Report of the Libraries Committee records an advance from 2,632,038 to 2,916,944 in the circulation of books, a daily average of 9,366. Many reference books were also consulted and numerous inquiries answered. The general trend of reading is indicated by the fact that the largest increases were recorded in social science (69·8 per cent.); history, travel, and biography (60·1 per cent.); useful arts (46·1 per cent.), and science (32·9 per cent.). There are also appreciable advances in the philosophy, language, and religion classes. The libraries have never before been so widely used and appreciated, and it is clear that they are making a valuable contribution to the intellectual and social life of the city. It is regretted that many standard books on all subjects, as well as novels of merit, are out of print at a time when the demand for serious books is increasing. The most popular books in the children's libraries, apart from war subjects, were Bible stories, handicrafts and hobbies, popular science, nature study, scouting, wireless, stamp collecting, fairy tales, art, voyages and travels, lives of famous people, historical tales and stories. The standard of reading among boys and girls continues to improve.

Islington. — Much the same tale comes from Islington—17 per cent. increase in issues and a great demand on the junior libraries. There are many staffing problems, and regrets are expressed that so much paper is being used to produce paper-covered books which wear out quickly.

Leicestershire.—It is proposed to set up a Farm Institute on somewhat similar lines to the Kent proposals described in our last issue. Provision for forty resident students of both sexes is envisaged, at an estimated cost of £30,000 in capital and current expenditure, and £6,100 annual expenditure, exclusive of income from fees. The Institute farm will be the centre of all practical activities, and a minimum size of 250 acres is suggested. Up-to-date buildings and modern machinery and implements are essential.

Child Neglect. — Dr. A. E. Martin, Assistant County Medical Officer, Leicestershire C.C., contributed an interesting paper on " Child Neglect : A Problem of Social Administration," to the Summer Number of *Public Administration*. This has now been reprinted as a pamphlet. Dr. Martin says it is impossible to give any figures indicative of the incidence of child neglect, but a number of investigations recently made are noteworthy for the careful and very graphic descriptions of the conditions prevailing in many of our towns. The impact of war has broken down many family bonds, and, when official evacuation is at an end many parents will be loth to resume their responsibilities. The pamphlet remarks on the absence of any co-ordinated scheme for the detection and alleviation of these cases, and describes how the local authority might cooperate with the N.S.P.C.C. Medical officers of health and school medical officers would keep a register, would receive notifications from teachers and others, and would arrange for supervision of cases. It is urged that health visitors and school nurses need more training in social welfare methods. Possible lines of judicial reform are mentioned. It is suggested that such a scheme could be inaugurated by circulars from the Ministry of Health and the Ministry of Education, and interest could be sustained by annual summaries prepared by medical officers of health.

Child Accidents.—Though there were nearly 200 more children killed in road accidents in the first six months of this year compared with the same period of 1943, investigation has not revealed any new causes. As before, careless crossing and darting into the road were the main reasons for the mishaps. This information is given in the autumn issue of *Safety Training*, the bulletin for teachers and parents published by the Royal Society for the Prevention of Accidents. As usual the bulletin contains many items of use to the teacher in the way of lesson notes; general knowledge tests, puzzles and games. An interesting variation is provided by notes on electrical safety.

Professional Problems of Women.—Pi Lamba Theta announces two awards of $400 each, to be granted on or before August 15, 1945, for an unpublished study on any aspect of the professional problems of women. All inquiries should be addressed to the Chairman of the Committee on Studies and Awards,

(*Continued on page 40*)

Digitized by Google

CLIFTON COLLEGE

ENTRANCE SCHOLARSHIPS, 1945

Candidates must be under 14 on June 1, 1945. Boys who are already in the School may compete. The examination will be held at candidates' Preparatory Schools on Monday, Tuesday, Wednesday, June 4, 5 and 6.

The following Scholarships and Exhibitions will be awarded on the results of the examination:

(1) About sixteen Scholarships of the value of £100, £80, £60, £40 a year.

(2) Exhibitions of £25 a year.

(3) One Scholarship for Music of the value of £70 a year, with free tuition in music.

(4) The G. A. Prince Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(5) One Old Cliftonian Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(6) The Edgar Gollin Scholarship of the value of £25 a year with a preference for the son of an old Cliftonian.

(7) One Preparatory School Scholarship of the value of £25 a year for a member of the Preparatory School between the ages of 13 and 14, or a boy under 14 in the Upper School who was formerly a member of the Preparatory School.

N.B.—Day boys will receive two-fifths of the value of Scholarships and Exhibitions to which they are elected, with a minimum of £25 a year.

Full particulars may be obtained from The Secretary, Clifton College, Bristol, 8.

BEDFORD COLLEGE FOR WOMEN

(University of London)

REGENT'S PARK, LONDON, N.W.

Principal: Miss G. E. M. JEBB, M.A.

Degree Courses in Arts and Science
Course of Training in Social Work

Prospectus on application to the Registrar

LENT TERM begins Tuesday, January 9, 1945

OLIVE E. MONKHOUSE, *Secretary*

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES: SCHOOL SECRETARIES
LADY MATRONS: HOUSEKEEPERS: LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT

Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* Bayswater 6421

2 Porchester Gate, Bayswater Rd., W.2

SCHOOL FOOTWEAR

CHILDREN'S UTILITY SANDALS (2 Coupons only)

Tan Hide Leather Veldt Sandal with Rubber Outsole

PRICES
4-6s 4/6
7-10s 5/5
11-1s 6/-
2-5s 7/1
POST FREE

CHICLE PRODUCTS LTD. (Dept. JE1)
VICTORY WORKS, ELTON, BURY, LANCS.

University of St. Andrews
UNITED COLLEGE

SEVEN RESIDENTIAL ENTRANCE SCHOLARSHIPS OF £100 and ENTRANCE BURSARIES will be competed for at an Examination beginning June 6, 1945. Entries due May 2.

Four Harkness Residential Entrance Scholarships of £100 each, one Bruce Residential Entrance Scholarship of £100, one Patrick Hamilton Residential Entrance Scholarship of £100 and one City of Dundee Residential Entrance Scholarship of £100.

Five Bursaries of £50 each for four years. Three Bursaries of £40 each for four or five years. One Bursary of £35 for three years. Three Bursaries of £30 each for three, four and five years, and seven Bursaries of smaller amounts (ranging from £25 to £14.) Some of the Bursaries are open to Women. There are many Bursaries in private patronage and several Scholarships for Research or Advanced Study.

DEGREES AND DIPLOMAS.—M.A. (inclusive fee for curricula: Ordinary Degree, £59 17s.; Honours Degree, £79 16s.); B.Sc., Pure Science (inclusive fee: Ordinary Degree, £119 14s.; Honours Degree, £133 7s.); Engineering (inclusive fee: Ordinary Degree or Honours Degree, £119 14s.); M.B., Ch.B. (inclusive fee: £192); B.D.S. (inclusive fee, £140); B.L. (inclusive fee, £44 2s.); B.Phil., B.Litt., Ph.D., D.Sc., D.Litt., M.D., Ch.M., M.D.S., D.P.H., L.D.S.

RESIDENCE HALLS.—St. Salvator's Hall, and The Swallowgate (for Men Students): Residence fee for three-term Session, £63. University Hall, Kinnessburn, McIntosh Hall, &c. (for Women Students): Residence fee for three-term Session, £66. William Low Residence for Medical Students (Dundee): Residence fee for three-term Session, £67.

Particulars of the entrance qualifications, curricula for Degrees, conditions of competition for Bursaries (or Scholarships), prospectuses of Residence Halls, &c., on application to

THE SECRETARY,
The University, St. Andrews, Scotland.

Digitized by Google

Miss May Seagoe, University of California, Los Angeles, Cal., U.S.A.

Industrial Health.—The trustees of the Nuffield Foundation have offered the Universities of Durham, Glasgow, and Manchester grants totalling £150,000 to help them to carry out schemes which they have submitted for the development, as soon as suitable staffs can be appointed, of teaching and research in industrial health. Manchester will receive £70,000 for the creation of a Chair of Industrial Health; Durham £40,000 for the establishment of a department under a university reader, and Glasgow a similar amount for a sub-department of Industrial Health within the existing Department of Social Medicine. Great Britain has at present no university department devoted to educational work in industrial health, and no facilities for post-graduate training in industrial medicine. In this respect we have lagged far behind America and other countries, and it is hoped that the generosity of the Nuffield Foundation will result in a notable contribution to the future well-being of the people of Great Britain.

Residential Adult Education. — The People's Residential Education Association was formed recently with the object of furthering the interests of residential adult education in this country. A monthly News Sheet is published dealing with the activities of the Association. These include lectures, pamphlet publication, research and contact with similar groups here and abroad. The Association hopes at a later date to set up a Residential Centre of its own. Sir Richard Livingstone recently delivered a stimulating address to the group on the need for adult residential education in this country. The administrative centre of the group is at 16 Norham Gardens, Oxford. Any one interested should communicate with the secretary at that address.

Conference of Educational Associations. — The Conference of Educational Associations will meet at King's College, London, on Wednesday, January 3, and the two following days. The Presidential Address will be given on Thursday (4th) at 3 p.m. by the Minister of Education. A Joint Conference will take place on Friday (5th) at 2.30, when Sir Cyril Norwood will preside over a discussion on "The Education Act in Operation", the opening speakers being Sir Fred Clarke and Mr. H. S. Magnay (Director of Education for Leicester City). Inquiries should be made of the Hon. Secretary at 160 Ember Lane, Esher, Surrey.

The Oxford Magazine.—Prominent features in the current issue are an article on "Music in Oxford University" and letters of great interest recounting experiences of Oxford men in war-time.

Ministry of Education Publications.—

Circulars:

No. 16 (Ministry of Health Circular 166/44) is on war-time nurseries and nursery classes. In view of the probable coming reduction in the number of these, and the consequent decline in the need for a supply of additional nursery assistants and wardens, it has been decided that no further courses of instruction should be approved, and the Central Organization of the Child Care Reserve will be wound up from January 1, 1945. Newly qualified teachers are no longer to be appointed to war-time nurseries and classes. The Ministers of Education and of Health do not think that the staffs in nurseries need feel anxiety about their future, as there will be a constant and increasing demand for staffs in resident nurseries carried on by local authorities and voluntary bodies.

No. 17 states that, after the return in certain parts of England of evacuated children to their home areas, a number of the camps provided by the National Camps Corporation, which have hitherto been used as evacuation centres, will be available in the near future for educational purposes. The camps consist of permanent, well-equipped buildings standing in sites of from twenty to forty acres, with playing fields and kitchen gardens, and were designed as school and holiday camps. They are suited to accommodate successive groups of children for periods of varying lengths, or for longer periods combining class-room instruction with outdoor activities where local education authorities desire to experiment with the provision of periods of construction under boarding school conditions for day school pupils. The Minister is prepared to consider proposals and to approve suitable arrangements by local education authorities for the use of the camps under Section 86 of the Education Act, 1921, and after April 1, 1945, under Section 53 of the Education Act, 1944, and to recognize the expenditure incurred as eligible for grant. The National Camps Corporation, 72 Victoria Street, London, S.W. 1, are ready to afford facilities at any time to the officers of any local education authority wishing to inspect one of the camps.

Administrative Memoranda:

No. 13 supersedes No. 4 on the staffing of full-time building schools and courses. It announces an extension by the Ministry of Labour and National Service in the agreement to transfer a limited number of men employed in the building and allied trades to undertake instruction in technical subjects or crafts. The transfer will now include certain men between 25 and 30 years of age in addition to those over 30 covered by the earlier agreement.

No. 14 refers to certain evacuated secondary school children whose chances of success in the School Certificate or Higher School Certificate examination in the summer of 1945 might be jeopardized if they were not permitted to remain in the reception areas until after the examination. The memorandum sets out the conditions under which these children may remain where they are until the end of the summer term, 1945.

No. 15 refers to the exact scope and effect of Section 61 (1) of the Education Act, 1944, dealing with the prohibiton of fees. The provisions in this section cover all subjects, whether optional or compulsory, of the normal curriculum in maintained schools or county colleges, including the use of the necessary books, stationery, or equipment. These provisions would not, however, in the view of the Minister, prohibit the charging of fees in respect of special tuition (frequently individual tuition and ordinarily given outside school hours) in subjects such as lessons in the violin, piano, dancing, or elocution not forming part of the normal curriculum. The prohibition of fees applies to maintained primary and secondary schools, and does not extend to any form of further education other than county colleges. Arrangements for remission of fees for admission to evening classes should, however, be made in all suitable cases.

Digitized by Google

NEW BOOKS

MULTUM IN PARVO

By Sir FRED CLARKE, Director of the University of London Institute of Education

BY no means all the pamphlets about education which have been appearing in such profusion have the fresh and timely quality of the two here reviewed. The Headmaster of University College School, in the longer and weightier of the two, presents us with an acute and closely-reasoned analysis of the contemporary educational situation in England.[1] In the other, which we wish could have been double the length, the Principal of Bingley Training College offers some useful pointers and suggestions towards the interpretation of the curriculum in social terms.[2]

The well-written study by Mr. Walton, an ornament to the series in which it appears, is evidently the product of some resolute and sustained thinking. Throughout its course he reveals a quality which one could wish were much more widely diffused—a sort of 'all-in' commitment to drastic and honest rethinking of our whole problem. Although the performance is not in all respects equal to the intention, the author is much more successful than certain other English commentators who have essayed the same task in freeing his mind from the bonds of professional routine and the prejudices of a particular kind of educational experience.

It is possible to call attention to only a few of the valuable points which Mr. Walton makes in his close-packed study. The value of it is due very largely to a resolute determination to view the school in its actual social setting, and to take full account of the influences that play upon it for good or for ill.

He laments the "getting on" virus which infects the secondary school more particularly and cramps its freedom of action in so many ways. But, quite rightly, he acquits the school of responsibility for it. In this, as in so much else, the story is not fairly told unless one takes account of the intricate and sometimes deleterious play of social forces in a country so complex and so little articulate about its real educational aims. "Benefit from educational reform can be expected only if it is backed up by social reform." The author is on firm ground there and, what is more, he gives abundant evidence of capacity to apply the principle.

With a true insight he notes that, round about the age of 14, a stage is reached where the pupil is moved by a desire to "contribute", that is, to feel that the activity he is engaged upon has significant value whether as an immediate contribution to the common stock, or as training in capacity to make such a contribution. Upon this he builds a cogent argument for "real" work as an essential part of education and relates it to the function of industry, now increasingly recognized, to play the part of integrator in modern society.

Scattered through the pamphlet are many shrewd comments upon schools and school practices, the evident fruit of an experience much reflected upon. Even where one disagrees, it is impossible not to take Mr. Walton's views seriously. Some readers will feel that he has not taken the full measure of the changes which will now have to come in secondary education as a result of the passing of the Act. Very naturally he is much concerned with the 'academic' type of school, though by no means exclusively so. Here, we

(*Continued on page 42*)

THE

BROADCAST WORD

REMAINS

IN

The Listener

A BBC PUBLICATION

Every Thursday 3d.

Digitized by Google

feel, he exaggerates rather dangerously the degree of segregation which is desirable for the academic pupil, and, if we understand him rightly, we wholly disagree with the view that this kind of pupil is being trained for ' service ' in any sense which does not apply with equal force to every other pupil.

The account of " transfer " is well stated on p. 10. But when we come to p. 21 and read that " the way a thing has been learnt will last after the knowledge of the thing has gone ", we are left wondering whether some wraith of the old myth is still not haunting Mr. Walton's philosophy.

This is a stimulating and provocative pamphlet, valuable out of all proportion to its length. And not least stimulating at precisely those points at which one feels most inclined to disagree.

Miss Fletcher's essay is more slight and less fully considered. Nevertheless it is suggestive and well-adapted to what appears to be its immediate purpose, to catch the attention of those who have so far not thought about it for some consideration of the social purpose of the curriculum. She quotes freely, perhaps a little too freely. Also she does not make explicit enough a distinction which, in this field, appears to be of fundamental importance. We mean the distinction between clearly defined social *objectives* as a goal upon which the curriculum is directed and the influence of social *forces* and social setting in the working out of the educational process itself. The distinction is quite explicitly present in Mr. Walton's mind : less clearly so in that of Miss Fletcher.

The brevity of the treatment tends to restrict it to generalities and to exclude that modicum of detailed illustration which would have been so helpful. But subsequent pamphlets in the series may be planned to meet such needs. We hope so, and in that case Miss Fletoher's introduction will be all the more useful and relevant.

[1] **The Expansion of Education.** By C. S. WALTON. (No. 6 of " The Life We Want " Series.) (1s. Published by Lund, Humphries for the Liberal Party Organization.)

[2] **The Social Approach to the Curriculum.** By CATHERINE FLETCHER. (6d. English New Education Fellowship.)

CLIO AND HER ADMIRERS

By CHARLES DOUIE, Secretary, Ramsay Memorial Fellowships Trust; late Secretary of University College, London

WHY We Study History,[1] issued by the Historical Association, contains contributions by eight historians. The technique of the Brains Trust has invaded the field of historical scholarship. The selection of contributors does not seem to have followed any defined plan, or to seek to exhibit different points of view, and, although those who love anecdotage will be glad to know why a particular historian was attracted by the study of history, it is not particularly significant or important. It is, however, interesting to hear from Mr. C. H. K. Marten that, as late as 1883, at Oxford there was only one yearly entrance scholarship offered for history (at Balliol), while there are now in each year between 60 and 70, and Mr. A. L. Rowse introduces a live issue when he avers that " the one political leader who comes well out of the dreary decade of the thirties is Mr. Churchill. He was not taken in by the smoke-screen of Nazi propaganda, or by the dangerous humbug about appeasement. But then Mr. Churchill was a student of history : he knew what to expect ". In this Mr. Rowse seems to be at odds with Professor G. N. Clark who, in his inaugural lecture at Cambridge,[2] says that " no historical investigation can proyide either a philosophy, or a religion, or a substitute for religion, or even an adequate excuse for doing without a religion "; and with Mr. H. A. L. Fisher who wrote in his *History of Europe :* " Men wiser and more learned than I have discerned in history a plot, a rhythm, a predetermined pattern. These harmonies are concealed from me."

Professor Butterfield[3] on the other hand thinks that history has a lesson. Holding the Chair of Modern History in the University of Cambridge, he knows that the Whigs were right. He lauds the whig principles of moderation and compromise, by which in his view the continuity of history is sustained. We must not hope to see abuses remedied, and wrongs set right, within the short period of our lives. In particular we must not presume to hope that at the next peace conference Englishmen " will remodel the world to their heart's desire ". A generation which has fought in two world wars and suffered in one world slump may not share Prof. Butterfield's complacency. Can it be that there are higher principles than whig principles, which, if tried, might give us some hope for the future of our children ?

Mr. Ensor[4] has continued his chronicle, begun in *The Uphill War* (an Oxford Pamphlet), up to the liberation of Paris. As an almanac, or record of events, it is admirable. Whether it is yet the time to accept Mr. Ensor's judgments is debatable. When (on page 87) he says that Hitler " in his own queer way was an arch-educationist, believing that the warlike qualities of a nation could be stimulated by teaching ", he is giving to words a meaning to which *The Journal* would demur. We would prefer to say that Hitler in his own diabolic way was an arch-propagandist, believing that the sadistic qualities of a nation could be stimulated by preaching.

[1] **Why We Study History.** By R. C. K. ENSOR, V. H. GALBRAITH, AGNES M. MACKENZIE, C. H. K. MARTEN, A. F. POLLARD, A. L. ROWSE, D. C. SOMERVELL, and G. M. YOUNG. (Historical Association Publications, No. 131.) (1s. 1d. King & Staples.)

[2] **Historical Scholarship and Historical Thought:** an Inaugural Lecture delivered at Cambridge on May 16, 1944. By Prof. G. N. CLARK. (1s. 6d. net. Cambridge University Press.)

[3] **The Englishman and His History.** By H. BUTTERFIELD. (Current Problems.) (3s. 6d. net. Cambridge University Press.)

[4] **A Miniature History of the War, down to the Liberation of Paris.** By R. C. K. ENSOR. (2s. 6d. net. Oxford University Press.)

"HIS HEART IS THERE"

By "E. K. S."

THIS collection of 38 essays* covers a wide variety of topics, but, as the title of the book indicates, there runs through them all one common theme—a deep love for English things and people. The first and longest essay traces Winston Churchill's family origins and stresses his acute historical sense : " he is a man to whom English history has been both inspiration and call to duty ". In 1940, " in the pass to which the rule of the business men had brought us ", it was a member of the old historical ruling class, with the solid representatives of the working class, " that gave the country a new leadership and a new hope ".

" The Historical Tradition of British Policy " ends

* **The English Spirit :** Essays in History and Literature. By A. L. ROWSE. (12s. 6d. net. Macmillan.)

Digitized by Google

with a quotation from Thomas Mann : " Power, in English eyes, implies no emotion—the ' will-to-power ' is a German invention—but a function ; they exercise it in the gentlest and most unobtrusive manner, with the least possible display, and safeguarding as much freedom as is feasible, for they do not believe that power is a proclamation of slavery, and are therefore not slaves to power themselves." " The English Spirit " contains this quotation from Santayana : the Englishman " carries his English weather in his heart wherever he goes, and it becomes a cool spot in the desert, and a steady and sane oracle amongst all the deliriums of mankind. Never since the heroic days of Greece has the world had such a sweet, just, boyish master. It will be a black day for the human race when scientific blackguards, conspirators, churls, and fanatics manage to supplant him ".

The book contains a number of notable character portraits or miniatures, among others Queen Elizabeth (" Elizabeth at Rycote "), Drake (" Drake's Way "), Thomas More, Erasmus, Swift, Herbert, Hampden, Falkland, Pym, Clarendon. In the essay on John Hampden the author makes a protest against the modern school of historians represented by Mr. Belloc. No doubt some correction was needed to the ultra-whig and ultra-protestant view represented by Macaulay, but the Belloc-Bryant school have gone to the opposite extreme in making out the Stuarts " to be the patriotic caretakers of the nation's interests—even Charles II, who notoriously sold the country's interests, just as Baldwin and Co. let them go by default ".

Mr. Rowse throws fresh light upon Swift, but his contention that Swift has been " *universally* underestimated as a poet " is surely self-contradictory : this is indeed Rowse *contra mundum*. Nor is the charge he brings against More of " spiritual vanity " either generous or fair. It is a tribute to Mr. Rowse that, though several of the essays were written as reviews, they can be read with understanding and pleasure even when one is not familiar with the book reviewed. Among the most striking of these are " Sarah Churchill in Old Age ", " Elizabethan Subjects ", " Seamen and Empire ", and " Pageant of London ".

Other essays, like " The Idea of Patriotism ", were originally broadcast to schools. It is a compliment to the author that in reading these one is reminded of the remark of Sam Weller on the art of literary composition : " That is rather a sudden pull up, ain't it, Sammy ? " inquired Mr. Weller. " Not a bit on it ", said Sam, " she'll vish there vos more, and that is the great art o' letter writin ' ".

PHYSICAL EDUCATION

By Dr. R. H. CROWLEY, formerly Senior Medical Officer, Board of Education

A MORE thorough understanding of the significance and content of physical education is long overdue. It is customary to limit the purpose and process of education to instruction of the mind. We have failed lamentably to provide for the education of the body. There are two main reasons for this failure. Physical education has been almost synonymous with physical training, the practice of physical exercises and games. These however can play a comparatively small role in the training of the body except in so far as they form part of the whole process involved in such training, including nutrition, the

(*Continued on page 44*)

Teach children

KERB DRILL

See that they always do it and set a good example by doing it yourself.

1. *At the kerb* **HALT**
2. **EYES RIGHT**
3. **EYES LEFT**
   then if the road is clear
4. **QUICK MARCH**
   Don't rush.
   Cross in an orderly manner.

2

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS', 13 Victoria Street, HUDDERSFIELD

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

environment of the child and youth in the home, in the school, in social life, in industry. A second main reason has been a lack of scientific investigation into these processes of physical education and into their relative significance. The one thing we do know and have known for a very long time past is how " illiterate ", as Dr. Jacks long ago reminded us, are the bodies of a large proportion of our citizens. It is not only because of lack of full development of the mind that, as Browning put it, we half-men struggle. The basic fact is the lack of wholeness of body of child and youth.

It was considerations such as these that led in July, 1943, to the establishment, in association with the Ling Physical Education Association, of the Research Board for the Correlation of Medical Science and Physical Education under the chairmanship of Brigadier Frank Howitt, C.V.O., F.R.C.P., and of an associated Scientific Advisory Committee headed by Sir Farquhar Buzzard, K.C.V.O., F.R.C.P. The two main aims of the Research Board are (1) to ensure more general recognition of the need for health and physical education in the widest possible sense, and (2) to achieve more general co-ordination between, and to pool the experience of, national groups dealing with various aspects of the subject. A wide membership has been secured from educational, medical, industrial, Service and governmental circles. Sub-committees deal with the special problems associated with Maternity and Child Welfare, Education and Recreation, the Services, and Industry. The Scientific Advisory Committee investigates questions arising from the work of these sub-committees and suggests lines of research.

An interim report of the preliminary work of the first three of these sub-committees has recently been published.* The Industry Committee is to report later. There are short-term and long-term recommendations. Among points for immediate attention are singled out the need for the continued employment after the war of the highly-skilled physical training instructors at present employed in the Services; the inclusion of physical education in the raised status of the teaching profession, as recommended in the McNair Report; and the need for including physical education as a degree subject in the university.

Each of the sub-committees sets out what, appropriate to their respective spheres, is involved in the proper correlation of medical science and physical education. Many, if not most, of the recommendations have been urged again and again during the last thirty years, and form a striking testimony to our lack of will rather than of knowledge. Special emphasis is laid upon the want of close co-operation between the headmaster or headmistress, the general teaching staff, the gymnastic teacher, and the school doctor. Some indication is given of the limitations from which these parties to physical education suffer. The report laments the fact that in very few university institutions is the provision of facilities for physical education and recreation in any way adequate, while the position regarding medical inspection and subsequent treatment is worse. Various recommendations are made with a view to fostering social medicine and physical education in these institutions. Special consideration is given to measures designed to insure the physical education of youth. There is here an immense field largely unexplored. Much requires to be put into practice without delay, while a wide field for research is also disclosed.

At the second annual meeting of the Research Board held on November 15 last, the Minister of Health, Mr. Willink, emphasized both the importance and the difficulty of knowing the extent to which persons free from active disease fall short of real health. There was room for much research into what constitutes fitness and unfitness. There is the question not only of production efficiency but also of the happiness of the worker in the job. Brigadier F. A. E. Crew, F.R.S., F.R.C.P., chairman of the Industry Sub-Committee, called particular attention to the fact that the scientific departments of our universities would be called upon to make their own special contributions to the solution of problems of social importance, their research activities being largely determined by social needs.

* **Medical Science and Physical Education:** a three-part Interim Report by the Research Board for the Correlation of Medical Science and Physical Education. (2s.)

THE PLAY'S THE THING

By T. RAYMONT, M.A., formerly Warden of Goldsmiths' College, London

A FEW reflections on the place of the drama in the life of a civilized people may well begin with the report of the Adult Education Committee, set up by the Ministry of Reconstruction after the last war, and presided over by A. L. Smith, of honoured memory. The Committee spoke of the increasing part that ought to be played by the drama. They gave good reasons for denying the allegation that the public positively demanded imbecility. If, they said, audiences on the whole like what they get, it by no means follows that they get what they would like most. They pointed to the success of the " Old Vic " and of repertory theatres in the provinces, and to the reception given to good plays by soldiers and munition workers. Yet, on the whole, they sadly declared, this great instrument of education had been with certain exceptions very largely neglected. If, they said, the drama is the type of literature with the widest popular appeal, it is also that which has sunk to its lowest depths. " The educational standards of a nation may perhaps be measured by the plays which it finds enjoyable as reasonably as by the more formal test of the schools. It would be difficult for the most assured of British patriots to face that criterion without embarrassment."

This weighty judgment was expressed in the year 1919. How far have we advanced since then? Perhaps not so far as that Committee expected, yet far enough to justify renewed hope. The past five and twenty years have witnessed a remarkable development of amateur acting, both in towns and in villages, and there is little doubt that the amateur stage, with the support of the Drama League, has helped to keep the serious drama alive in the professional theatre. Various other evidence might be adduced, such as the action of the State as regards the Theatre Royal, Bristol, the appointment of a number of county organizers of drama, whose work will lie with the youth movement, and, last but not least, the operations of the B.B.C., in which distinguished actors have assisted.

Up to the present, however, the multitudinous dramatic societies have remained scattered and unorganized, and their standards, whether as regards choice of plays, acting or production, have naturally varied, and have in fact depended upon the quality of local leadership. Meantime, excellent help is being afforded by the appearance of a large number of collections of short plays, chosen with an eye to

Digitized by Google

their literary quality no less than their value as entertainment, and edited by persons whose experience enables them to keep definitely educational ends in view.

A good example is afforded by the collection of nine plays selected and edited by Mr. Bayliss.[1] As the editor says, " this book has been compiled in response to the ever-increasing demand for *modern* short plays suitable for both reading and performance. All the items are of recent composition, and none of them, so far as I am aware, has appeared in any other collection ". In order to cater for the interests of both sexes the author has included two plays with all-female casts, three intended primarily for males, while the remainder require mixed characters. The Introduction contains some admirable notes on dramatic work in general and on the one-act play in particular, and some useful stage directions.

Akin in its general aim is the collection of one-act plays chosen and edited by Mr. M. H. Fuller, who occupies the position of chief English master in a secondary school.[2] His work, however, is by no means limited in its appeal. It is good to find such evidence of dramatic vitality in an academic quarter. Of the ten plays in the collection, eight are here published for the first time, while the other two (one of them by Mr. A. A. Milne) have appeared since the war began. No war play is included, partly perhaps because the war itself is dramatic enough, and we are not as a nation given to boasting. *Journey's End* did not appear till some years after the last war, and so, remarks Mr. Fuller, perhaps in 1950 or 1960 playwrights will be able to see things more clearly. The brief " acting notes and exercises " at the end of the book are very much to the point.

The one indispensable element in a play is that it must provide entertainment. Unless the playwright has fulfilled adequately his direct aim, " which was to please ", his other aims, however worthy, will fall flat. Nor is any harm necessarily done if at times playwright and players seek only to entertain—to give the audience a good time by means of clean and lively fun. A good example is provided in the half-dozen one-act plays by Mr. C. A. C. Davis.[3] They are meant for junior dramatic societies and clubs, and will be welcomed by youth leaders. The reviewer can certify that the plays are full of fun and action, and he notes that, even in cases where all-male casts are stipulated, some of the parts could easily be interpreted by female actors.

Old England at Play, a collection of old plays adapted for young players,[4] takes us into a different atmosphere. The editor needed adequate learning as well as a sense of entertainment in order to accomplish his aim, and in both respects he is a safe guide. The collection includes the Coventry nativity play, the play of the Yorkshire shepherds, the play of Noah's ark, Everyman, St. George and the Dragon, and, finally, " Punch and Judy, a puppet-show ". Here in these little plays, says Mr. Feasey, is the spirit of the Englishman of all times—a spirit of simple sincerity, broad humanity, and rollicking humour. And, as Mr. Priestley remarks, " just as our humour is one of our most glorious heritages, so too it is not the least of our trusts ".

A collection which is the joint work of the drama adviser and the music adviser of the Y.W.C.A. is assured of a welcome in young people's clubs.[5] In the numerous clubs which the advisers have visited they have found drama and music flourishing, but usually in independence of each other. They have reached the conclusion that there is room for more

(*Continued on page 46*)

UNIVERSITY CORRESPONDENCE COLLEGE

Founded 1887

Founder: WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.Sc.
Principal: CECIL BRIGGS, M.C., M.A.
Vice-Principal: ARNOLD SAXELBYE, M.A.CAMB., B.A.LOND.

Arts Director: G. L. COCKLE, M.A.OXON.

Science Director: GEORGE WALKER, PH.D.CAMB., M.SC.SYD.

COURSES OF STUDY

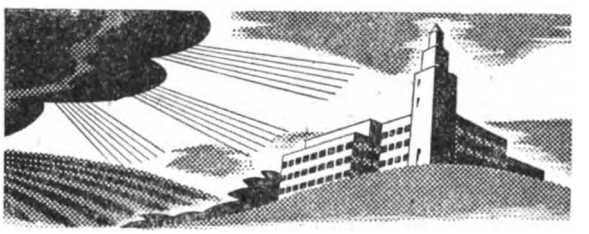
for London University Matriculation, Special Entrance, Intermediate and Degree Exams.; also for School and Higher School Certificates (Oxford, Cambridge, Northern Univ., and others), Pre-Medical, Law, Navy Entrance, R.A.F. Maths., Teachers' Diplomas, etc.

U.C.C., with its staff of highly qualified tutors, has for over fifty-seven years successfully prepared many thousands of students for examinations by means of its specially planned courses of instruction. The College is an Educational Trust, not conducted primarily as a profit-making concern, its main objects being the efficiency of its courses and the success of its students. Fees are low and may be paid by instalments. In the event of failure tuition is continued free of charge.

PROSPECTUS

giving full particulars of U.C.C. Courses (mention examination), may be obtained post free from the REGISTRAR,

14 BURLINGTON HOUSE, CAMBRIDGE



POST-WAR PROSPERITY— THE TRUE FOUNDATION

IN the background of the urgent war effort thinking men and women are quietly facing up to the problems affecting peace-time conditions.

Planning the future will be a task demanding foresight and imagination, also an understanding of the difficulties of our people not only in the war years, but in the era before.

One dominant factor gives hope and encouragement in the stern work of post-war planning—the sound state of health of the community.

In the contribution to modern war-time fitness 'Milk of Magnesia' has played no small part. By correcting ailments and preventing ill-health the nation has benefited by thousands of working hours.

In the years ahead, when construction replaces destruction, 'Milk of Magnesia' will obviate much suffering and keep the builders of our new world fit. Health is the true foundation of post-war prosperity.

'MILK OF MAGNESIA'

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia

Digitized by Google

co-operation of the two arts, and that by such co-operation each may have the effect of strengthening the other. This, then, is the basis of their effort. Most of the programmes have been arranged for actual occasions, and all of them have been performed. The treatment is thoroughly practical throughout.

The last collection here noticed, The Paternoster One-Act Plays,[6] is published in separate strongly-bound booklets, to meet the respective needs of seniors, juniors, and small children. The plays have all been written by experienced teachers and have been tried out. The general editor is Mr. G. H. Holroyd, whose educational work is well known. Two of the plays arise out of historical subjects, one is adapted from Grimm, and another from Dickens. The two plays for small children are adapted from Mary Howitt and an old folk-tale. All these plays appear to answer their purposes extremely well, and the convenient form in which they are issued is a credit both to the general editor and to the publishers.

One may justly conclude this short article on the note of hope. The network of dramatic societies throughout the country need, as the next step, some sort of central organization. The leaders of the youth movement may be trusted not to underrate the all-round educational value of good dramatic work, and there is much evidence that the schools are playing their part, especially where the shadow of examinations does not fall too darkly across their paths. The reference to the subject in the Norwood Report, though very brief, is also very clear and emphatic. Of course the report is on the curriculum, and dramatic work may be counted among what some of our American friends are fond of calling extra-curricular activities. It may lie outside the realm of curricula. It certainly does not lie outside the realm of education.

[1] **Recent One-Act Plays.** Selected by A. E. M. BAYLISS. (3s. Harrap.)

[2] **Ten Selected One-Act Plays.** Chosen by M. H. FULLER. (3s. Harrap.)

[3] **The Battle of the Pump and other Plays.** By C. A. C. DAVIS. (3s. net. Harrap.)

[4] **Old England at Play: Old Plays adapted for Young Players.** By LYNETTE FEASEY. (3s. Harrap.)

[5] **To Meet the Occasion.** By JENNIFER GREENWOOD and DIANA CARROLL. (3s. 6d. net. Samuel French.)

[6] **The Paternoster Plays.** 1. Hadrian's Wall. By G. H. HOLROYD. 2. Alfred of Wessex. By Dr. E. PRIESTLEY. 3. The Two Brothers. By ROSALIND VALLANCE. 4. Disinherited. By N. T. CARRINGTON. 5. "Someone" and the Mouse, the Bird, and the Sausage. By ROSALIND VALLANCE. (7d. each net. Mathews & Marrot.)

Some More Christmas Books

Dangerous Treasure

By N. DALE. (6s. net. John Lane The Bodley Head.)

This is another story of Peter, Ginger, and Veronica. The first, *Secret Service*, told us of their adventure in helping to catch an escaped German prisoner, and this story tells us of an even more exciting adventure. They are lucky enough to get wind of a treasure buried in the old Priory—how other boys and girls will envy them!—and their quick wits, with some good luck, helped them to follow the trail with success. They are, however, faced by a series of obstacles and meet some very disagreeable people, who have got on to the same trail. There is, of course, the necessary map, and there are a number of interesting and exciting pictures.

Barbara Lamb

By CAM. (5s. net. John Lane The Bodley Head.)

All young people—and maybe some older ones too—will be delighted with this book. It is the story of a lamb which, thanks to a beautiful voice and the magic of the golden ram, achieved quite unusual fame, which transferred her from the peaceful fields of the countryside to theatre land, where she had the loveliest dressing-room, and people sent her flowers and lots of letters. But she had been warned that a certain mischance might rob her of her voice and that, if that happened, she would have to return to her old home. She had never forgotten the meadow where she used to play, her mother, and her old friends, and in the end she thought that, although it was very nice to be famous, it was ever so much nicer to be just a happy little lamb at home. The book is full of the most delightful coloured pictures.

Rathina

By MAIRIN CREGAN. (7s. 6d. net. Allen & Unwin.)

The author of *Old John* has given us in *Rathina* a story of rare charm, and it is not surprising that it won the Downey Award for the best children's book of the year in the U.S.A. It tells of the family life of the Donovans in their country house outside Dublin, their horses (particularly Blackbird), their dogs, their fox-hunts, and their friends. The story will hold the reader's interest from beginning to end, and it has a number of admirable illustrations by Flora de Muth

Waggon for Five

By D. SEVERN. (7s. 6d. net. John Lane The Bodley Head.)

Here is another story by the author of *Rick Afire!* and *A Cabin for Crusoe*. Crusoe and the Waggoners—Derek, Diana and the twins, Brian and Pamela—start out for a caravan holiday. After an exciting cricket match they join a travelling circus and meet with various thrilling adventures. The author promises to continue the story in a volume to come—*Hermit in the Hills*.

The Children's Chronicle

By DOROTHY M. STUART. (7s. 6d. net. University of London Press.)

Here are the chronicles of an imaginary family living in an imaginary village on the borders of Wiltshire and Hampshire. Nevertheless, as the author says in a Foreword, "there is nothing that those people think or feel, or do, eat, or wear, or touch, that could not have been thought, felt, done, eaten, worn, or touched in the England of each particular generation. The colours of the picture may be fanciful, but the perspective is true". Many of the details of the story, which carries us from Poitiers to Waterloo, are taken from contemporary sources, and the impartiality which becomes a historian is preserved by an ingenious device. While the Clavengers are Royalists, there is a Roundhead kinsman who is equally generous and brave, and, in the next century, while the family are Hanoverian, they have a gallant Jacobite cousin. The children listen to stories of the Black Prince from men who fought at his side. Queen Elizabeth pays a visit to the manor and listens graciously to a play performed by the boys of the local grammar school. The manor is stormed in the Civil War and rebuilt with money derived from the South Sea Bubble. One of the boys goes to sea with Nelson, one of the girls visits the Prince Regent at Carlton House, and an excited group watches the arrival of the mail-coach bringing the news of Waterloo. This is indeed "history

Digitized by Google

without tears ". The book is well printed and there are a number of effective illustrations.

Curtain Up

By NOEL STREATFEILD. (7s. 6d. net. Dent.)

This is the story of the Forbes family. They come to London and go to a school for stage training, where they are helped by the Fossil family, whom readers of *Ballet Shoes* will remember. There is an interesting and authentic account of an audition at Broadcasting House. There are some pleasant illustrations. Another book by the same author, *The Circus is Coming*, was awarded the Carnegie Gold Medal as the best children's story of the year.

Miscellany

"Gleanings": being the Club Handbook of the Hertfordshire Young Farmers, 1944–1945

Prepared and Compiled by the Rural Education Organizers. (1s. Hertfordshire Education Committee.)

This handbook bears witness to the fact that the world is still a place of useful activity. Ample evidence of this is to be found in the winter programmes and in the reports of past work of the Hertfordshire Young Farmers' Clubs. The range of activities is wide, showing that those responsible for the design of the work, in which we hope and believe the young people themselves had a hand, are alive to what is going on in the world around them. No man can farm well unless he often looks over his boundary hedge, and there is wise counsel to this effect in the contributions written by the Principal of Oaklands and the Chief Executive Officer.

Other articles, including two by the Founder of the Men of the Trees, show how varied are the interests of the farmer, young or old, who has an aim and purpose in life. A helpful list of books and four pages of farming figures provide useful bricks and mortar for this business of 'continued education'.

The book needs careful reading, for thought is needed to realize the implications of, for example, a brief sentence in a club programme. These programmes are full of ideas to improve the work of other clubs.

It might be suggested to the organizers that the classification (page 5) of clubs into senior and school groups is misleading, for a club that does not serve only one school serves a *district* irrespective of the age of its members. Such criticism, however, is of minor importance compared with the value of the contribution made by the Education Committee and the Young Farmers in the publication of this handbook.

Music

Introduction to Counterpoint

By R. O. MORRIS. (4s. net. Oxford University Press.)

The methods inculcated in this excellent manual represent the contrapuntal practice not only of Bach and Handel, but also of the great Viennese composers from Haydn to Brahms, a period with which the average student would be most familiar. Counterpoint, therefore, treated in this way is not the stale or dry-as-dust stuff it has invariably seemed to be, but a vital study very relevant to, and revealing of, the music commonly called 'classical'. But Dr. Morris is not only a fine scholar, he is an excellent teacher as well, and so it is not surprising to find that the book abounds in the most interesting examples for the student to study and work out for himself.

(*Continued on page 48*)

ARNOLD
LEEDS

Two Series Now in Wide Demand

LOOK AFTER YOURSELF

By **GEORGE H. PUMPHREY,**
with a Foreword by
J. EDWARD MASON, M.A., M.Ed.

Written in an intimate, humorous style, the book might quite well have been called *Hygiene With Humour*. This approach will, we believe, achieve much that a very formal text-book would not. The subject-matter is profusely illustrated with simple line drawings and the type has been selected with special care—headings and sub-headings are in differing types and so make revision and subsequent reference easy.

In hygienic varnished cover, **8d.**
In cloth-lined cover, **10d.**
Send for Prospectus or Inspection Copy

The A.L.

PHYSIOLOGY CHARTS

A set of EIGHT Elementary Charts, accurately drawn by an Anatomical Specialist, and printed in colours on stout manilla. The names of the various parts illustrated are printed boldly near the portion referred to. Size 40 in. by 30 in.

1, Skeleton; 2, Muscles; 3, Brain and Nervous System; 4, Circulation; 5, Digestive System; 6, Eye; 7, Ear; 8, Skin.

The Complete Set (lath at top), **27/-**
Single sheets, unmounted, 3/- Mounted on calico and varnished, 9/-

E. J. ARNOLD & SON LTD.
LEEDS 10

THE TEACHING OF RELIGION TO CHILDREN

Religion is one of the great forces of human history and it should be taught as such. Of course, no particular form of faith can be treated as the sole embodiment of religious truth, because every form is so regarded by its own adherents.

Children can best think of Religion in terms of a simile used by the late Sir James Frazer, as being somewhat like a harlequin, whose parti-coloured costume differs according as he is looked at from the front or the back, from the right or the left. Friends and foes behold him from opposite sides and see only the special hue which happens to be turned towards them. To obtain a true picture one must be impartial and contemplate this harlequin from every side.

So teachers must deal with religion from all angles, describing each aspect or faith with equal fidelity and from the viewpoints of those who subscribe to it. As an outcome of this method, children will get to understand the hopes and aspirations which the different faiths of the world engender in their followers and will tend to consider them all with intelligent sympathy and goodwill.

Religion will thus promote enlightenment and the finer qualities of world citizenship.

Issued by

The Rationalist Press Association Ltd.
4, 5 & 6 Johnson's Court, Fleet Street, London, E.C. 4

Digitized by Google

Lives of the Great Composers

Edited by A. L. BACHARACH. Vol. 2 : Beethoven and the Romantics. Vol. 3 : Brahms, Wagner, and their Contemporaries. (9d. each. Penguin Books.)

It might be thought that, with the multitude of books already written on this subject, there can be nothing further to learn about it, and yet there is a welcome freshness and originality of treatment in this series which commands the reader's attention and retains it throughout the reading. On the fly-leaf of Vol. 2 there is an excellent advertisement crowned with the caption " Good Light ", while on the back cover of Vol. 3 the caption runs " Feel its Tonic Action "—in each case a capital epitome of the book.

Psychology for Musicians

By Prof. P. C. BUCK. (7s. 6d. net. Oxford University Press.)

During recent years innumerable books on this subject have appeared from time to time, but none of them, surely, can compare with this for humour, humanity, and common sense : for here is distilled the garnered wisdom of one of the ablest teachers of our time. It should be ' Penguined ' at the earliest possible opportunity, so that *all* teachers should read it, whether musicians or not.

Stories of Great Music

By J. HORTON. (2s. 3d. Nelson.)

With its illustrations of instruments, scores, composers, and the like, this book should supply a demand which publishers on the whole have been slow to meet, *i.e.* readable books on music for younger children. It is clearly printed, the musical examples especially so, while the illustrations are admirable.

Opera Tunes to Remember

By FLORENCE M. CLARK. (2s. Nelson.)

This is a companion volume to *Tunes to Remember*, both of which will no doubt be widely used in schools as well as in youth organizations where opportunities for the pursuit of music are provided. This latest publication covers a wide field of opera from 1762 to the present day, and the musical examples selected are fairly representative of the works of the various composers included. Most helpful, too, are the plot summaries which accompany each selection of operatic airs and choruses. The guide to correct pronunciation of the many unfamiliar names in which some operas abound supplies a valuable *coda* to the composition of the book.

Curious Character Dances

By ANITA HEYWORTH and KATHLEEN M. POWELL-TUCK. Music arranged by K. M. WOLLASTON. (4s. 6d. net. E. J. Arnold, Leeds.)

The volume entitled *Curious Character Dances*, adapted from a book on Dancing by Lambranzi (1716), has a pleasant old-world flavour about its production, quite apart from its interesting contents. There are five dances in all, and these have been adapted for children of 10 years old and upwards. The music has been arranged by Kathleen Wollaston from the original airs and is ' noted ' in archaic but perfectly legible type in this volume. To the layman the number of ' directions ' appears somewhat forbidding, but the expert choreographer will no doubt consider them ' child's play '. As the original was reprinted by the Imperial Society of Teachers of Dancing in 1928, it must still carry considerable weight and influence in dancing circles.

Scholarships

MATRICULATION AND OTHER EXAMINATION NOTICES, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS AND BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council :
Rt. Hon. Viscount CALDECOTE, C.B.E.
Principal :
Mrs. J. L. STOCKS, B.Sc. (Econ.)

RESIDENTIAL College for 150 women which prepares for the Degrees of the University of London. Non - resident Students are admitted. At the Scholarship Examination—to be held in November, 1944—SCHOLARSHIPS from £100 to £20 will be awarded for CLASSICS, GERMAN, FRENCH, ENGLISH, HISTORY, BOTANY, BIOLOGY and MATHEMATICS.

Fees.—Residence, £90 a year. Tuition from 38 guineas a year.

For further particulars apply to :

The Registrar
WESTFIELD COLLEGE
(University of London)
at ST. PETER'S HALL, OXFORD

BRIGHTON COLLEGE

AN Examination is held each June to elect several Scholarships varying in value from £65 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the financial position of the parent and in no case will the value of a Scholarship exceed £65 for boarders and £30 for day boys, excluding compulsory extras, which amount to £12 7s. 6d. for boarders and £4 17s. 6d. for day boys.

Full particulars on application to the HEADMASTER.

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS.

The following are awarded annually to boys under 15 on September 1, on the results of an examination toward the end of May :

(*a*) An ALFRED SMITH SCHOLARSHIP of £80 a year.
(*b*) Three JUNIOR PLATT SCHOLARSHIPS of £60 to £40 a year.
(*c*) Two or more EXHIBITIONS of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School :

(*a*) Two SENIOR PLATT SCHOLARSHIPS of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(*b*) Two JUNIOR PLATT SCHOLARSHIPS of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £115 a year, with a Consolidated Fee of £5 a term to cover all necessary extras.

Further particulars may be had from the HEADMASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

BOOTHAM SCHOOL, YORK

Under the management of a Committee of the Society of Friends (Quakers)

EXAMINATION in March for Scholarships of value from £20 to £100. Entries by February 20. Valuable Leaving Scholarships. Preparation for School and Higher Certificates, 1st M.B., Inter B.Sc., and University Scholarships.

Full particulars on application to the HEADMASTER

CASTERTON SCHOOL,
Kirkby Lonsdale

THE Governors will offer for competition in March, 1945, one or more Entrance Scholarships and Exhibitions, maximum value £50. Candidates must be over 12 and under 14 on September 1, 1945.

A Lowood Scholarship, value £30, will also be awarded in 1945 and is open to candidates who are over 10 and under 11 on September 1, 1945, and who have spent not less than two years in a public elementary school.

Entrance forms, which must be returned by February 1, 1945, and full particulars, from the HEADMISTRESS, Casterton School, Carnforth, Lancs.

CRANBROOK SCHOOL
ENTRANCE SCHOLARSHIPS

THE Scholarship Examination will be held on May 24 and 25, 1945 : last day for entries May 14. Age limit, 14½ on June 30. Six Scholarships of £75, £50 (3), and £40 (2), with two Exhibitions of £25 are offered. Total fees, with consolidated charge for extras, £105 a year.

For particulars apply to the HEADMASTER, School House, Cranbrook, Kent.

CRANLEIGH SCHOOL, SURREY

EXAMINATIONS, March 6, 7 and 8, and June 5, 6 and 7, 1945, for Open Scholarships and Exhibitions, £100–£30, Instrumental and Choral, £50–£30. One Peek Fil. Cler. £50. One close Scholarship for son of Doctor or Dentist. One close Utterton Scholarship £20. Age limit under 14, on March 1 and July 1 for all except Instrumental, for which age limit is 14½ same dates.

Bursaries for the sons of Clergy and Officers are available.

Details from HEADMASTER'S SECRETARY.

Digitized by Google

JE
Cop. 2

THE JOURNAL OF EDUCATION

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

THE LIBRARY OF THE
1945
UNIVERSITY OF ILLINOIS

Vol. 77, No. 907

ALL RIGHTS RESERVED

FEBRUARY 1945

Editor: E. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD.- Tel.: 47947

PRICE 1s. 8D. POSTAGE 2D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	53
PLATO'S REPUBLIC AND GERMAN EDUCATION. *By Otto Neurath and J. A. Lauwerys*	57
THE SEQUEL TO ARMY EDUCATION. *By W. E. Williams*	59
DISCUSSION METHOD. *By Alan Jarvis*	60
HUMAN PHYSIOLOGY AS A SCHOOL SUBJECT. *By M. A. Johnstone*	62
DUSTY EMINENCE. *By Kenneth D. Robinson*	66
CORRESPONDENCE *Secondary Education—Some Thoughts and Plans; Multilateral Schools and the U.S.S.R.; The Future of Language Teaching; Educational Policy and the Junior School; Family Allowances; Pictures for Schools; The Training of Technicians; Educational Books for the U.S.S.R.*	66
SCOTLAND	72
EMPIRE AND FOREIGN NEWS *An Arab Agricultural School; Schools in Victorious Russia.*	76
EDUCATIONAL MEETINGS	78
PERSONAL NOTES	88
TOPICS AND EVENTS	88
NEW BOOKS *Youth and Educational Change; the Selection of Children for Secondary Education; English: "Play Way" or Academic?; A Philosopher's Notebooks.*	92

NOTES AND COMMENTS

OUR contemporary, *The Teachers' World*, has described 1944 as Education's *Annus Mirabilis*, and refers to its "achievements". These include the reports of the McNair, Fleming, and Burnham Committees, the appointment of a Royal Commission on Equal Pay, and the passing of the Education Act, 1944. If words built schools, or trained teachers, 1944 would indeed go down to history not only as great in educational advance but also as magnificent in its conception of a better society. No doubt the paper victories of 1944 have been necessary before the real victories in 1945 (or 1955) can be won, in the same way as paper plans had to be made in 1943 before D-Day dawned in June, 1944. But history allots the title of *Annus Mirabilis* to victories in the field. We have had no D-Day in education, nor do we know whether the capacity to make plans will be matched by the ability and the energy to put them into effect. Mr. Butler is entitled to the greatest credit for the Act which will always bear his name. But, in politics, tenure of office is brief, and the Minister who institutes a measure of social reform does not always retain office long enough to give to performance the dynamic of his planning. The Secretariat enjoys, of course, greater longevity than the Minister, but it is the traditional function of the Minister to dictate the pace, and it may pardonably be doubted whether a Secretariat which hitherto has had a duty only to "superintend" will assume readily or forcefully the new obligation, imposed by the 1944 Act, to "promote". The Advisory Councils for England and Wales, whose composition the Ministry has now announced, will no doubt assist the Secretariat in the reorientation of its thought.

Annus Mirabilis?

SINCE 1902 the Board (now the Ministry) has had a Consultative Committee to whom from time to time questions of interest to teachers have been referred, and Education is indebted to the Consultative Committee for such notable documents as the Hadow Report. The Committee was a deliberative body reporting once every four (or more) years, after interviewing scores of witnesses and perusing several hundredweight of memoranda. The Advisory Councils were, however, supposed to be dynamic bodies, with powers of initiative. The difference in the ostensible purposes of the Consultative Committee and the Advisory Councils seems, however, to have been overlooked. Here are the professional knowledge and the high integrity which the Ministry already possesses in such ample measure. But where are the enthusiasm and determination which the Ministry has lacked and the Advisory Council is supposed to contribute? The appointment of Sir Fred Clarke and Sir Leonard Twiston Davies as Chairmen of the Councils is admirable. But the

Speed and Power

Digitized by Google

Central Advisory Council for England is too large to ensure prompt decision and quick action. Moreover, it is a matter of regret that so few are women (4 out of 22), and so few are drawn from the 93 per cent. of English parents whose children are now attending, or will attend, a State School. It is a relief, in turning to the Central Advisory Council for Wales, to find, in Councillor Heycock, an engine driver who may introduce an appreciation of speed and power.

THE Report entitled *Community Centres*, issued by the Ministry of Education on December 22, 1944, is one upon which the Ministry must be congratulated.

Community Centres

Prepared—so we are told in the Foreword—" at the Minister's direction, by officers of this Department ", it is humane, sensible, and convincing. It shows a keen and comprehensive appreciation of the situation and will give satisfaction particularly to all those who, for the past fifteen or twenty years, have been calling attention to the need for these Centres. The Government have now decided that the provision of Community Centres should come within the scope of the education service, administered by local education authorities, and that it is covered by Section 53 of the Education Act, 1944, but without prejudice to the power of other local authorities to provide Centres for athletic, social, or educational objects under the Physical Training Act, 1937. The Ministry asks local education authorities not only to review the long term needs of their areas and to make plans for meeting these needs in the light of recommendations made in the Report, but also to make such improvised arrangements as may be possible at once and in the immediate post-war period to meet urgent demands. Figures which were published some two years or more ago showed that, of the population of all municipal estates of over 500 dwellings, only 1·9 per cent. could be accommodated in the Community Centres on those estates, whilst the corresponding figure for municipal estates of over 1,500 dwellings was 2·3 per cent. If local education authorities act now, there should be a reasonable hope that the provision on the housing estates to be built after this war will be better than that on many of the estates developed after the last war.

THE housing estates, however, are not the only part of the community which needs these Centres. The Report deals also with the position in

An Urgent Need

rural areas, in suburban areas, and in established urban areas which are usually heavily populated. The difficulties which will arise everywhere immediately demobilization begins are clear. Many young people (both men and women) fresh from the Forces or from war-work, and the daily comradeship of their unit or hostel of the past few years, will find themselves alone (or married) in lodgings, or living in crowded conditions with parents and relations. Adjustments on resettlement in civil occupation, and the difficulties of housing are only two of the important factors which will make Community Centres of particular value in the near future. " We have reached the conclusion that what may have been no more than desirable in the past will become urgently necessary after the war." But there is a deeper significance to this provision. If, by grouping its leisure activities around a recreational and educational Centre, a neighbourhood can develop into a socially-conscious community, learning to take part intelligently in local and national Government, then " Education for democracy will have made a real advance ". Freedom of thought and the free exchange of ideas are necessary to our national health. More and more, the gathering together of groups for the discussion of current affairs, both local and national, for team activity in games, drama, or music, exercises a moderating influence on national life, as Herbert Agar pointed out in *A Time for Greatness*. " In a Dictator State ", he says, " the crowd never breaks up. It has no groups to return to." The late Lord Haldane similarly stressed the important part which the group assembly for social and recreative activity, or for discussion or tutorial classes, has played in saving this country from political violence. The Community Centre has a very important part to play in our national life.

THE Association of University Professors and Lecturers of the Allied Countries in Great Britain held a meeting in 1943, of which a full account

Painful Inches

was given in *The Journal* of September, 1943 (page 430). We have received a report of the Second Conference,* with a Foreword by Professor Sir Ernest Barker. Looking back over many years, Prof. Barker endorses the judgment of Arthur Hugh Clough in his famous poem. In his view the " tired waves " do gain " painful inches ". " To have lived ", he writes, " in universities for over fifty years, as the author of this foreword has done, is to have suffered many disappointments; to have seen reforms thwarted, defects perpetuated, ardours frustrated, pedantries triumphant. But all the time the great stream is rolling forward, and rolling in increasing volume. The love of learning, the passion to add to it by research, the passion to communicate it by teaching—these are ineradicable impulses which are always growing, flowering, and producing fruit, in the old and rich and deep soil of universities."

SIR ERNEST SIMON, whose report on his visit to the American Universities was mentioned in our December number, also addressed the meeting.

Graduates in Industry

Sir Ernest has no fear that, in increasing the number of opportunities for study at the universities in this country, we are necessarily opening up the prospect of graduates without jobs. He said : " In the United States, in spite of immense numbers of university graduates and of the depression during the thirties, serious graduate unemployment did not occur. On the one hand, the openings for university graduates were far greater and covered a far wider field than in other countries. On the other hand, the American graduate has always been willing to take any job, including one as a manual worker, rather than be unemployed. . . . What is the value to American civilization of these vast numbers of university

* *Some Comparisons between Universities*. (2s. 6d. net. Blackwell, Oxford).

Digitized by Google

graduates? There can be no doubt whatever that the fact that so many young people in America devote four years or more after the age of 18 to whole-time education has important results. For instance, the majority of influential men in industry have themselves had a university education, and are, therefore, more inclined to employ university graduates, both for research and for other purposes. By way of contrast, in the Lancashire cotton industry there are hardly any university men in important positions, and largely for this reason not 1 per cent. of the firms in the industry are scientifically equipped to make anything like full use of the results of the excellent research work of the Cotton Research Association."

Technological Degrees or National Diplomas

THE concentration upon Degrees in Technology with the implication that the university is the sole pinnacle of the educational temple arises from the lack of perception that the technical college is the twin-top of the structure of education. There is a connexion between the two peaks but their functions in the edifice, though similar in some respects, are differentiated in others. Technological students benefit by contact with the cloistered world of the universities, but greater benefit is derived from close contact with the greater world of industry and commerce. Opinion is veering towards a 'sandwich' system of industrial experience and college studies. If the advantages of 'residence' are elevated above the advantages of contact with industry, then university degrees, whether of technology or no, will need to be supplemented by diplomas or certificates of equal esteem sponsored by some recognized National body. These diplomas should not be confined to the technician-administrator. The craftsman of the future will not be an automaton with one-track dexterity but an intelligent and adaptable personality recognizing that his dexterity is one factor in a coordinated system. The Institution of Electrical Engineers is devoting attention to this aspect of National Diploma and Certificate schemes, and the City and Guilds of London Institute is rationalizing and developing its system of Final Certificates. By this means it is hoped that craftsmen will cease to be the raw material for time and motion study, and will be transformed into individuals capable of conducting such research themselves. Horizontal stratification will be replaced by vertical classification with possibility of transfer.

Higher Technological Education

A CONFERENCE of the London County Council and the local education authorities in the Home Counties has published the evidence that the authorities propose to submit jointly to the Departmental Committee for Higher Technological Education under the chairmanship of Lord Eustace Percy. The authorities are agreed that much of the teaching for degrees in technology must be done in the technical colleges, and that this teaching must proceed side by side with the education of skilled employees in industrial and artistic crafts. "Craft courses and professional courses can hardly be separated . . . Moreover the two activities are interdependent in the world of industry; for the designer must have regard to the limitations of men and machines; and the craftsman must be aware of the broad aims of the designer and of the properties of the materials to be employed." The Conference recommends that degree qualifications should be made available for students attending approved technological courses, and that the University of London should be urged to establish a Faculty of Technology and to confer appropriate degrees. Realizing that the University, as recently as December, 1937, decided against the establishment of such a Faculty, the authorities fear that a similar refusal may be repeated in the future. In that event they advocate the setting up and financing of a national body—the National Technological Institute—by the Government, which shall be responsible for awarding national degrees in technology. The decision to place all the eggs in one or other of two baskets is questionable. There appears to be room for both the Faculty of Technology and the N.T.I. The latter could profitably concern itself with an extension of the National Diploma and National Certificate schemes and their coordination with degree courses. All industries may not be suitably placed in the neighbourhood of existing universities and technological degrees may not be the most suitable marks of attainment.

Part-time Education

PART-TIME education to the age of 18 has been the unregarded law of the land since 1918, and is re-embodied in the Education Act, 1944. In current discussions it is sometimes described as a relief from the meaningless drudgery of the daily occupation. This view, which ought to be firmly resisted, is founded on the false assumption that industry, in the nature of the case, cannot be educative. Any one who talks as though a farm hand is just an animated machine, and has no intelligent interest in the social implications of his job, is talking sheer nonsense. Other striking instances of the same principle are given by Mr. J. H. Oldham in a recent number of *The Christian Newsletter*. Yet, as he says, it is a tragedy that so much of the work which young people do seems so meaningless. "They wind wires, apply spanners, type memoranda, and file accounts, without any conception of the larger whole to which they are contributing their part." Dull work, he wisely adds, can become meaningful when those who do it see why and for whom they are doing it. Under the best conditions, part-time schooling may be a part of whole-time education.

The Human Factor

"THE Importance of Human Beings" was the title of a paper presented at a recent conference of the National Office Management Association held at Detroit. The author was H. A. Lyon, speaking for no less a concern than the National Cash Register Co., Dayton, O. For him, the most important consideration is not machinery and buildings, which can be replaced, but loyal interested human beings who cannot be replaced. He believes that business managers have gone wrong in appraising motives. "We have inclined to put personal gain at the top of the list, and I am perfectly certain that it does not

Digitized by Google

belong there." In his view, under good management, the most prominent motive is pride arising out of a sense of participation. Second in importance he places security, which displaces the "rugged individualism" of former times. Third comes the demand for decent living. Last, not first, in order of strength as a motive, he puts "what is normally called gain, *i.e.* a demand for material things over and above what is necessary for reasonable security and for a decent living". Similar testimony, as reported in *Occupational Psychology*, comes from a New Zealand factory in which, since the institution of a Works Committee, "the men are being treated as adult, free, intelligent human beings. They are given a pride in, and an understanding of, their work, and they respond by giving willing service".

School and Home

IN *The Journal of Education* of December 1, 1881, there is a passage in these terms: "The ideal school of the future is the day-school; boarding schools will be regarded as a necessary evil; and a boarding-school for infants of 8 or 9 as an inhuman monstrosity." On December 8, 1944, *The Times*, in announcing that the Home Secretary had set up a committee of inquiry into the methods by which provision is made for children who are deprived of the amenities of a normal home life, wrote that "in a controversy which has ranged widely no one has suggested that the best institution benevolence and ingenuity can devise will offer a child nurture so valuable as that given by even a moderately well-run family". We hope that the committee will take evidence from doctors specializing in child psychology as to the age at which the normal child becomes psychologically and physically fit for life away from home, whether it be in an 'institution' or in a 'school'. A scrutiny of the papers will reveal an ever-increasing number of schools which advertise that they are prepared to take "full charge" and will admit children at an earlier age than any deemed possible only a few years ago. We doubt if this tendency is determined by any belief on the part of parents or teachers that small children will benefit in their bodies or in their minds by admission to boarding schools almost as soon as they can walk. It happens to suit the convenience of some parents, and the pockets of some teachers, that such provision should be made.

Letting Parents Know

THE Director of Education for Blackpool, Mr. F. E. Harrison, realizing that the great majority of parents will welcome reliable information about the ways in which the Education Act will affect their children, has issued a letter to parents which brings home to them their personal interest in the matter. In particular, he devotes attention to secondary education, stating what will be the function of the grammar schools, the technical high schools, and the modern schools, adding that it is probably true to say that, if parents will consider the choice of schools from an educational and not a social point of view, the education provided in the modern schools will be most suited to about 75 per cent. of the children. This may be a tactful way of saying that there will not be room in the grammar schools for all the children whose parents wish them to go there. In fact he says that the children must show by school records and various tests that the type of education proposed by the parents really suits their requirements. The Director has performed a useful service in thus inviting parents to give careful consideration to the matter, and it is to be hoped that his example will be widely followed.

Co-education

THE Australian Council for Educational Research recently published *A Plan for Australia*, in which it was stated: "The present uncertain attitude in Australia should be modified in favour of an explicit adoption of co-education at all educational stages. A school limited to one sex does not provide a sufficiently social environment". VOKS on the other hand (the U.S.S.R. Society for Cultural Relations) records in its Bulletin, No. 9–10, 1943, that by Decree of the Council of People's Commissars, from the first to the tenth grades inclusive, boys and girls are to be taught in separate classes in the secondary schools of the capital cities of the Union and Autonomous Republics. "This measure has been caused by the necessity of (1) taking into consideration the peculiarities of the physical development of boys and girls, which must show themselves particularly in the physical education of children and adolescents of both sexes; and (2) differentiating the preparation for practical life. (Thus in the senior year of the girls' schools it is proposed to introduce a course in education and a course in care of children; in the field of practical arts the new school organization proposes to teach the girls needlework, domestic science, &c.) The range and quality of general education will be the same for boys and girls." As the years go by, we seem to get no nearer to agreement on this educational problem.

Shakespeare in Armenia

THE 380th anniversary of the birth of William Shakespeare did not attract an undue amount of attention in the land of his birth, but it was the occasion of the Sixth All-Union Shakespeare Research Conference and Festival in Yerevan, the capital of the Armenian Soviet Socialist Republic. The *Moscow News* tells us that prominent Soviet Shakespeareans arrived for the Conference from Moscow as well as delegates from Georgia, Azerbaijan, the Ukraine and other republics. "The 800-seat Sundukyan Drama Theatre has been filled to capacity at every one of the meetings of the Conference. Hundreds of people who could not get in for the opening memorial meeting listened to the proceedings from loud-speakers on the streets and squares." Shakespeare's plays, we are told, have won a firm place on the Soviet stage. "Before the war more than 200 productions were running in theatres in all parts of the country. Between 1935 and 1939 *Othello* was staged in 100 theatres, *Romeo and Juliet* in 35, *Hamlet* and *The Taming of the Shrew* in 23, and *Twelfth Night* in 36." Charles Dickens also enjoys great popularity in Russia; *The U.S.S.R. Speaks for Itself* tells us that 1,932,000 copies of his books were published between 1917 and 1938.

Digitized by Google

[*The columns of* THE JOURNAL OF EDUCATION *are open for discussion of all matters, however controversial, that are of interest to educationists. The editorial views are expressed in "Notes and Comments", and it must not be assumed that* THE JOURNAL *is necessarily in agreement with the views expressed by contributors in articles or in correspondence.*—ED.]

PLATO'S "REPUBLIC" AND GERMAN EDUCATION

By Dr. OTTO NEURATH, Secretary and Director of Studies, Isotype Institute, and J. A. LAUWERYS, Reader in Education in the University of London

IN a recent article we expressed the view that there may be teachers in Germany who will wish to promote the ideals of Nazism even after its defeat, and that the *Republic* could be used for that purpose without falsifying the views of Plato. Some of our statements have been questioned by Mr. F. W. Garforth, who challenges us to give chapter and verse for them. We realize that he would be supported by many teachers and scholars not only in this country but all over the world. Hence, we feel compelled to attempt a fairly detailed reply and we do so very willingly because the discussion illustrates excellently the appalling difficulty of what is termed "the re-education of Germany". We think it important to direct attention to the fact that certain aspects of the *Republic* are not only anti-democratic but actually foster a somewhat brutal and merciless atmosphere in which the importance of human individuality is discounted when certain generalities are at stake. The book, indeed, teaches many lessons but none about the human background required for government of the people, by the people, and for the people.* On the contrary, Plato despises such democratic ideals. (557, 558.)

Mr. Garforth states that Plato nowhere to his knowledge expresses the view that the main purpose of the State is to preserve the purity of the race and to organize the people for war against foreign barbarians. One might, with equal justice, urge that Adolf Hitler has nowhere expressed this opinion. On the contrary, one might quote from the programme of the N.S.D.A.P. that "The general welfare is the supreme law", that "Our highest cultural aim is that all the sciences and fine arts shall flourish on the basis of a politically free, economically healthy state", that "the Party, as such, stands for a positive Christianity", that "there will be complete liberty of creed and conscience", &c. It is not, however, merely by choosing apt quotations that a case may be established. It has long been recognized that the Devil is a past master at that art! A long and complicated treatise has to be considered as a whole and the specific suggestions put forward dealt with on their merits.

Plato's *Republic* may be read in many ways and accepted as authoritative for many reasons. Scholars may be pleased by the idea of philosopher-kings, which brings to mind a vision of learned gentlemen of quiet and benevolent disposition—somewhat like university professors—enthroned in the seats of power. Those who, when infants, were fortunate enough to have very kind fathers may be charmed at the thought of "Guardians" who will take upon themselves the burden of deciding what is good and wise. Some artists may be so delighted by some of the things Plato says about art (*i.e.* about arts and crafts, and about harmony in general) that they will overlook the astonishing censorship that would be imposed upon it. Those who attach high value to religion may be reconciled to the distortion (as others may call it) to be imposed upon it, by the important role assigned to religious leaders and by the tributes paid to the social importance of religion. Above all, in every country where humane and democratic traditions are strong, the art of judicious quotation will be practised. Lofty sayings will be selected while brutal, coarse, or anti-democratic statements will be minimized, overlooked, or interpreted away.

Yet it is also possible to read as naïvely as one can the text as it stands and to describe what Plato suggests. If this be done one gets, we think, the impression that the main bulk of the *Republic*, so far as institutions are concerned, starts off from the idea of war. The most astonishing suggestions regarding mating and reproduction as well as many of the educational rules proposed are based on the necessity of preparing for it.

After a general introduction and some remarks on the history of society, Plato explains that, when the population increases, a nation needs more living space, which may be got only by conquest from neighbouring countries. Since the latter have the same need, war is unavoidable (373 D). Plato assumes that only specialized professions can act efficiently. He therefore asks for the formation of a class or caste of courageous warriors, selected and brought up for warfare (433 A, 434 B, 373 E, 374 D, 410 B, 422, 521, 540 D). The masses may be cowards or not—it is of no consequence (429 B). Plato declares explicitly that he uses the term "war" (πόλεμος) only when Hellenes and Barbarians fight one another. If, unfortunately, Hellenes fight one another, then he will speak of "internal strife" (στάσις). The Hellenes are all of one blood, but the Barbarians are a different race and enemies "by nature" (φύσει) (470, 471). In the *Republic* we find none of that cosmopolitan spirit which appears particularly in the later Epicurean literature, where friendship is looked upon as the highest good and respect for other people's happiness is promoted.

In Plato's constructed republic, which is expressly a "Hellenic" one (470 E), we meet three classes or castes, whose different inborn qualities are mostly inherited from the parents (415 A, 435 B). The lowest, composed of peasants, craftsmen, and traders, has to provide a living for the other two as well as for itself. Plato does just mention these people occasionally: they have to be watched by the next higher caste, the "helpers", and ruled by the highest (456 D), the philosopher-statesmen (412, 413, 421).

* Mr. Garforth helps us by concentrating his arguments on the *Republic*. Since we said nothing of Plato in general, we have no desire to extend the discussion here and now. We thus restrict ourselves to a consideration of the ways of life proposed in that book.

Digitized by Google

The picture of the male and female " watch-dogs " who appear as " helpers " of the " leaders " is the most elaborated section of the book, and a great deal of attention is paid above all to the warriors who have to fight barbarians and suppress revolts within their own republic. It goes without saying that no Nazi teacher would let such points pass without comparing these ideas with those adopted in the establishment of the S.S. divisions which also are a combined army and police force (414 B, 415 D, 416), selected from what is looked upon as the *élite* of the nation.

Only the rulers will make laws and organize the republic. All others will be trained to obey, and Plato sees that religious institutions will be helpful to that end. He supports the power of the priests in Delphi, where is situated the seat of the god who is the highest authority in matters of religion (427 B). One gathers that no individual religious conscience would be possible in this totalitarian republic which appears to be a centre of intolerance and persecution. Rigid censorship would be applied to literature and the arts (377 B, 401 B), and all unwarlike music forbidden. Only shepherds outside the city might be allowed to play on their pipes (398, 399, 410).

But how should the children of the two ruling classes be made into expert warriors capable of dealing with the enemies " by nature " and with seditious lads? Largely through their education which is to include many curious features. One example may be given. Their tutors will bring the children on horseback within the battle zone, to see how adults kill and behave, thereby, like young hounds, getting a taste of blood (467 E, 537 A). Would it be possible to get such strong warriors in sufficient number? Yes, if one creates a " pure race " (*καθαρὸν γένος*) (460 C). This is to be done by breeding human beings as if they were horses or dogs (459). Plato pushes aside all traditional feeling, all human relationships based on family life, and in Dr. F. M. Cornford's words, proposes to control and limit " sexual intercourse more strictly than it has ever been in civilized society. . . . This throws on the rulers an invidious task. They will be protected from the imputation of favouritism or personal spite by making it appear that the choice of partners is made by drawing lots, which they will in fact secretly manipulate ".* Only such a policy, stresses Plato, would preserve the master-race in good condition (458 C, 459, 460). Intentional deception is suggested more than once in the *Republic*, which distinguishes between the deceivers (philosopher-statesmen) and the deceived (helpers and the masses) (382, 389 B). Some may think that such deception can be excused provided the " ends " aimed at are good. Yet it is precisely this manner of looking on the people as a mass which it is proper to deceive, and which has no authority, that distinguishes Plato's republic from Western communities.

All this regulation of breeding, however, may not suffice, because there may be children weaker than the standard prescribed by the wise philosopher-statesmen, or because children may be born as a result of mating not legally licensed. Plato knows what to do with these: abortion or removal somewhere in the dark (460 C). It is worthy of note that brutal inhumanity also characterizes Plato's ideas regarding the treatment of the seriously sick, who may die without medical help, and mental defectives, who, if they appear incurable, may be killed (406, 407 D, 410 A).

* Dr. Cornford adds that these facts have escaped some hasty readers of inaccurate translations.

This small selection from the *Republic* must suffice to explain why we said that one found in it, plainly and openly expressed, the view that the main purpose of the State (*i.e.* the legal and civic administration) is to preserve the purity of the race and to organize the people for war. Surely one could hardly object to a Nazi teacher quoting Plato's authority as justification for praising institutions aimed at preserving a master-race and at fitting them to fight.

Mr. Garforth, in his letter, seems to admit much of this, but thinks it important that " between Plato's *ends* and Hitler's there is no similarity ". We doubt whether Hitler would reject Plato's ideals, but, in any case, we incline to the view that it is the way of life lived which is the important thing to plain people. One is not sure that witches being burned would be satisfied by having it explained to them that they were being burned in harmony with the highest principles of wise philosophers, whereas in neighbouring countries they would be burned by rogues with sinister aims. Still, those who are interested in such arguments should read *Das Programm der N.S.D.A.P. und seine weltanschaulichen Grundgedanken*, where they will find many fine statements on the common good. They will be impressed to discover that the Nazis intend to serve only as " Guardians " in full harmony with Plato's ideals—" Der Wille zur Form, der Wille das Chaos zu entwirren, die aus den Fugen geratene Welt wieder in Ordnung zu bringen und als Waechter (im hoechsten platonischen Sinne) der Ordnung zu walten—das ist die ungeheuere Aufgabe, die sich der Nationalsozialismus gestellt hat ". If, on the other hand, one is not satisfied by such lofty declarations but asks for the detailed plans Hitler tried to realize, then one should also think of Plato in the same way, which means not resting satisfied with high-sounding generalities but considering specific political plans.

Mr. Garforth goes on to ask whether the trend even of British democracy may not be towards totalitarianism. And precisely here one begins to observe how dangerous it may be to treat the constructed republic in too friendly a manner. Plato's ideas are fine, why should one object if social organization tends to change in a manner which may realize them? First one praises the " ends ", then one accepts the " means " which form for the many the whole of life.

Lastly Mr. Garforth suggests that we " have confused the *Republic* with the constitution and society of ancient Sparta of which Nazism is the lineal descendant ". Certainly Plato proposes institutions very like those of Sparta, which he often praises (544 C). Indeed, in their main lines, the institutions of the *Republic* are more or less identical with those of Sparta (with the addition of some sophisticated details), though the latter often strike one as somewhat softer and more humane than the former. If, then, the Platonic *Republic* is closely related to Spartan institutions, and if Nazism is the lineal descendant of Sparta, why should any one object to the statement that Nazism is to some extent related to Platonism?

In conclusion, we feel it essential to stress once again that we do *not* think that the *Republic* represents the whole of Plato, nor that the preparation of a warlike caste on a racial system represents the whole of the *Republic*; but we do think that these and other proposals, which seem equally terrible and repellent from a democratic point of view, are to be found there by naïve readers. We can well understand that Christians may come to despise the book as entirely anti-Christian, but we find it less simple to understand how some of them come to praise Plato.

Digitized by Google

We hope that some of our readers may be persuaded to turn to the *Republic* again and to study it in as simple and naïve a manner as they can, treating it as if it had been written by an unknown author, that is without undue reverence. They will then surely perceive how Plato came to be one of the few authors to be read and interpreted from many diverging points of view. They will be struck, too, by the " modernity " and relevance of the whole analysis. Few books lead to such intense and fruitful discussions.

THE SEQUEL TO ARMY EDUCATION

By W. E. WILLIAMS, Director, Army Bureau of Current Affairs

THE achievements and shortcomings of Army Education have been several times considered in this journal. From those appraisals one remarkable conclusion stands out, the fact that, in the face of so many odds, so much has been done. Few of the conditions on which organized education depends exist in a war-time army. The ' students ' are constantly on the move, the supply of instructors is fortuitous, accommodation and equipment are more often improvised than provided, and the time-table of training and operations dominates the soldier's daily life. Yet, considering what has been done in such unpropitious circumstances, one dares to believe that adult education in the post-war period may thrive and multiply from the example and experiment of Army Education. This article outlines a few of the probable consequences, and possible developments, of Army Education when the men go back to their jobs again.

As demobilization proceeds we shall have an inevitable boom in some kinds of adult education—and we must recognize that boom for what it really is. To a large extent it will be made up of anxious soldiers making up arrears in their vocational training, and to that extent it will be a process of rehabilitation rather than the expression of a new interest in knowledge. The pre-vocational Army Education Scheme will stimulate the desire of many soldiers to make vocational fitness their immediate post-war purpose, and we may expect an enormous strain on the country's facilities for technical and further education. But, in sympathizing with this motive and doing all in our power to give it satisfaction, we must, nevertheless, realize that the motive of making up for lost time has more to do with the debit than the credit side of the nation's educational ledger. We must not reckon our post-war progress on the strength of bumper figures from polytechnics. We must look elsewhere for the true measure of that progress.

What is likely to happen, or capable of happening, in adult education of the non-vocational kinds ? Will the local education authorities and the voluntary bodies, for example, secure recruits on a big scale from those who in the Forces have had—and enjoyed—their first taste of education for leisure ? Here again we must resist the delusion of numbers. It is a fallacy to suppose that, because thousands and thousands of soldiers have grown to like ABCA discussions or British Way and Purpose courses, they will automatically clamour for similar facilities when they leave the Army. We can enjoy a thing when it's there—and we can go without when it isn't. Despite the sentimental assumption in older-fashioned quarters that adult education is simply an expression of the people's will-to-learn, we know by now the limits of that conception We know, above all, that adult education needs hard-boiled organization, clever publicity, comfortable accommodation, a wide choice of ' subjects ' and methods of presentation more lively than those of the lecture-platform Some local education authorities and some voluntary bodies recognize the importance of these requirements, and these are the ones most likely to attract " the soldier from the wars returning ". But, unless adult education as a movement becomes more conscious of these requirements, it will be disappointed at the paucity of ex-Service recruits. And probably it will in its disappointment take comfort from the conviction that Army Education after all was seed sown on shallow soil. On the basis of the interest we know has been roused in the Army we can say this : that, when he leaves the Army, the soldier will be ready to stop and look in the shop-window of adult education. But will he step inside and buy ? The answer lies less with him than with the providing bodies. If they provide the interests and methods and attractions the soldier has profited by in the Army, then he is a potential shopper. If not, he will walk on and, alas, not even miss what he can't get. The onus is not on him, it is on the local education authorities and the voluntary bodies.

Army Education has revealed the importance of a " local habitation and a name " for educational activities. This question of accommodation is one on which we are rather confused. Even if it were practicable for the next few years, it isn't particularly necessary to house adult education in commodious or specially designed premises. We shall never have enough Impingtons or Toynbee Halls or Morley Colleges or L.C.C. City Literary Institutes, and meanwhile we might do well to attend more to the atmosphere and tone of our premises than to their size and amenities. The Army's physical poverty of accommodation for education has in some ways led it to appreciate the value of atmosphere. Such innovations as Army Study Centres and Quiet Rooms—no less than the familiar Y.M.C.A. buildings—have made up by their accent on homeliness and sense of community for the modesty of their lay-out and the frugality of their equipment. The scale of provision is not as important as its spirit, but an educational venture must have a home of its own. And, if that home is enlarged and adorned by student-effort (as it usually is in the Army), it seems to last longer and serve better than the one bought ready-made to the last detail.

One of the least-publicized achievements of Army Education and ABCA is the extensive, if unambitious, provision they have made in training their own teachers and group leaders. In this country and overseas they have set up their permanent training schools through which thousands of officers and other ranks have passed. The purpose of this activity has, of course, been the necessity forced upon the Army to make its education as self-contained and mobile as possible. It must take its own teachers wherever it goes.

Standards have been modest, and the short course of training has possibly done no more than mitigate for Army instructors the subsequent terrors of learning by practical trial and error. But these experiments in training amateur tutors and discussion-group leaders remind us of two matters which adult education

Digitized by Google

has generally neglected. The first is the acute shortage of persons competent to conduct the more elementary kinds of adult education. The second is that local education authorities and voluntary bodies provide no training in method for their tutors, and assume that, if a tutor knows his subject, he is automatically competent to put it over. If adult education after the war is to cope with the recruits we hope it will get, specially in the more popular levels of learning, it should already be considering the creation of training centres similar to the ABCA Training School at Harlech.

Army Education is not only the biggest but also the most revolutionary scheme of adult education attempted in this country. It is a community scheme and a compulsory scheme. The compulsion by the way, is a two-way element, for it is no less obligatory on the Army to provide the facilities than it is on the soldier to utilize them. Is it feasible or desirable that after the war employers should provide similar non-vocational facilities for learning in working hours? In the Army, education takes place in 'the King's time'. Could it, or should it, take place in the factory during the employers' time?

Would working men and women become more concerned and knowledgeable about current affairs, for instance, if they discussed them, ABCA-fashion, once or twice a week in working hours? Would that process, involving disciplined argument and competent group-leadership, enlarge the workers' sense of social responsibility? Would it bring home to him the fact that the issues of the day are not remote from his working life but are organically related to them? To all such questions the answer is probably 'Yes', but the development of such a system of organized study of current affairs in working time is a vast and complicated undertaking. What is more immediately practicable is that a few large-scale industrial firms should experiment with such a scheme; should set up discussion groups, provide information rooms, 'living newspapers', and all the other apparatus which ABCA has created in the British Army. If such a limited development were to produce a few thousand enlightened citizens—and electors—it might well spread until it became a regular and consolidated part of industrial life. Doubtless such a system would provoke controversy, but a free country need have no fear of a system which develops differences of opinion on a basis of knowledge and conviction. Differences of opinion are already abundant enough—what is usually absent is the basis of knowledge. What we need is a process whereby canteen-argument and saloon-bar argument are transformed into the discipline of discussion. If that process became a part of our working lives it might give remarkable results in industry. It need not be feared that any such development of education-on-the-job would whittle down the scope of the providing bodies of adult education.

There can never be enough adult education, and to judge from trends in the Army the main consequence of providing education in working hours is to create a complementary demand for even more education in leisure hours.

DISCUSSION METHOD

By ALAN JARVIS, Personnel Manager, Parnall Aircraft Ltd., Director of Industrial Discussion Clubs Experiment

THE popularity of discussion groups is widespread, and indicates a new social mood worthy of more serious consideration from educational experts than it has so far received. This popularity is not only a symptom of increasing interest in current affairs among 'ordinary' citizens, but also an implied criticism of adult education of the orthodox kind. It would be well if we attempted to analyse it while the movement—if it is a movement—is in its initial stages, lest it be taken too seriously, or, what may be worse, dismissed as an aberration produced by our time of trouble.

We need to ask why there has been such a rapid and spontaneous growth of discussion groups during the war, who it is that organizes or seeks membership in these groups, what is discussed, and, most important, how far they can be described as properly educational.

One of the explanations of the spread of discussion (outside the Armed Forces, where the movement has been a directed one) is, of course, boredom. People who have been thrown together in fire-watching posts, Civil Defence posts, fire-stations, &c., and there faced with long idle periods, have at least found that talking about current affairs is one way of killing time. At the other extreme, increased numbers of people have found their way into tutorial classes, arts, music, crafts groups, and so on, as the most repaying way of using leisure time during the war. Thus far, we do not have a new movement, but an extension of peace-time habits.

The development of discussion groups in the N.F.S., where they were a spontaneous growth and where the programme still remains voluntary, and in factories and residential centres, indicates even more impressively than the response of service men and women how great is the appeal of the discussion method. An examination of these voluntary groups shows that novelty is one of the initial attractions; but interest is sustained long after the novelty wears off, because people find in discussion a more congenial, and a more effective, means of education for citizenship than anything that has been available hitherto. Many of them, who on their own admission would not undertake class work, or formally organized courses, now regard discussion methods as genuinely educational, and promise continued participation in post-war groups.

The critics of discussion method have aptly described it as the discovery that the blind can lead the blind. They can; and, until the adult education movement produces greatly increased numbers of well-trained 'seeing eyes', there is no adequate alternative. In a complicated and bewildering world, some friendly shoulder, even that of a fellow-sufferer, may help us to remain upright, and to move forward.

Discussion groups should be regarded as an experiment in using non-professional skill as a means of bridging the gap between those who have taken education seriously and those who have had no use for it. On this count, it may well be the most important development in education since broadcasting. It has been amply demonstrated that scholarship of university standard need not be the prerogative of those privileged to attend secondary schools or colleges, and that some working men and women not only wanted to attain, but also were capable of attaining, higher education. It affected, however, only some working people, and, as the pioneering impulse waned,

Digitized by Google

tended more and more to interest and attract 'white-collar' types. More seriously, the emphasis on scholarship rather than on education has helped to create a lower middle-class intelligentsia more hopelessly divorced from the real world than were the universities.

Behind this criticism of formalized education we must, of course, see the total social situation which has been so discouraging to general educational advance. Public opinion has always been prepared to sacrifice educational facilities first, whenever there has been a mood of retrenchment and economy. Classes have been forced to meet in inadequate and unattractive premises, and lack of money has seriously limited the recruitment of tutors and organizers. Now, however, the reception of the Butler Act and the interest of the great mass of the people in it, reflect a genuinely new attitude, particularly in parents, whose concern for their children's future has awakened them to educational values.

However limited the scope and however narrow the function of the existing adult education organizations, they must be credited with establishing once and for all a tradition of high standards of scholarship. The backbone of any adult education movement will always be the few resolute individuals who are prepared to work *in statu pupillari* with no other object than the pursuit of knowledge for its own sake.

Beyond the pale, however, the vast majority of mankind has been uninterested in education, divorced from any real participation in social activity, and without roots in traditional culture or in their communities. It is these mass-men—as Ortega termed them—who present the greatest challenge to educationists, and in terms of whom the discussion group movement must be understood. For such people informal methods are apparently the only ones whereby they can be encouraged to reveal to themselves their own needs, and to search out the means to their fulfilment. In this sense discussion is 'pub talk' with a purpose.

The impact of two wars in a generation has led inevitably to increased thinking about society's evils. People who have been asked to fight for democracy naturally want to know what democracy is and how far it actually exists. Total mobilization, the period of political truce, the wealth of reconstruction plans and promises that there will be a new and better world after the war, have focused the interest of the people on the purpose behind their duty. All this is obvious; of course there will be increased discussion in war-time. There is, however, a simple yet decisive factor at work encouraging the formation of discussion groups.

Although this country suffered less from cynicism than others, the prevailing mood between the two wars was irresponsible. As Sir Stafford Cripps pointed out so trenchantly in his Rectorial Address at Aberdeen in 1943, the defeatism of the common people was expressed in the view that "*They* will never really implement the promise of the new Britain, or a new world". It was assumed that the world was run by a mysterious "*they*" and that, whatever *we* said or felt or wanted, *they* would do what *they* wanted anyway. That mood has changed, and increasing numbers of people are realizing, as a result of the war, that true democracy must also mean *we*, and that, if we are to put aside subservience, *we* must understand the problems of the future and the lessons of the past. The new mood is one of determination that the spell which has held the country united shall not again be broken.

All this, of course, admits that part of the appeal of discussion is emotional. But to neglect emotional satisfaction is to doom education to affecting only those few who are predisposed towards learning, or for whom education is a means of personal advancement. It is the reinforcement of the sense that an effective working of democracy depends upon the intelligent participation of all its citizens which explains the popularity of the discussion groups and is their major justification. This is confirmed the moment we examine the topics chosen by the groups and the way in which they are treated.

The popular topics (in the Services as well as in voluntary groups) are always basic social and economic questions rather than political problems, and the impulse, almost universally, is to discuss values as well as facts. With education, for example, it is found that the discussion groups are interested less in the machinery created by the Act than in the content of the curriculum. It is members of discussion groups more often than professional teachers who ask "Education for What"? Similarly, in discussing town and country planning, the common impulse is to question the foundations of planning and to examine basic attitudes to family and community life. Preoccupation with fundamental values is confirmed by the frequency with which religion—in the widest sense of the word—is discussed.

Many examples could be quoted, but a few will suffice as illustration. One group (meeting in a factory) began by discussing "What is Fascism?", but rapidly realized that there were real psychological differences between people, and were then led to examining, with the help of a psychologist, the influences of educational and social background, and went on to an intensive discussion on Education. This was followed by a series, lasting ten weeks, on "Religion in the Post-war World". The second group began by discussing what it thought would be a lively topic—"What to do with Germany"—but at the end of two sessions had discarded this in favour of discussing "What is Objective Fact" and "How to Read a Newspaper". Another group (all of them apprentices aged 20–21) began by discussing Education, went on to question the relative influence of heredity and environment, then asked for a tutorial course on Psychology.

Equally important is the way in which many discussion groups have put sustained effort into discussion topics and have worked not less seriously than a tutorial class. In the voluntary schemes (especially among some N.F.S. and Factory groups) the common impulse has been to recognize quite early that only the most superficial of topics can be discussed profitably in a few sessions. For example, one factory group has given its time as follows: 10 weeks (with two sessions each week) to Education, 12 to Town and Country Planning, 10 to Industry after the War, 10 to Religion in the Post-war World, 14 to the National Health Service, and 10 to Social Security Measures. Similarly, a small federation of discussion groups in Bristol have given something more than three months' work to discussing the White Paper on the National Health Service, much of the discussion being done jointly with local doctors, and have produced a detailed commentary.

The success of discussion groups depends on the skill of the discussion leader, and the educational validity of the method will depend on the degree to which discussion leaders recognize the seriousness of their job and the importance of accepting discipline imposed by facts. There has been ample evidence among the voluntary schemes that the people who come forward as leaders (and they frequently have

Digitized by Google

had no experience of chairmanship or teaching) do recognize the importance of training for the work, and they have responded enthusiastically when training facilities have been presented. They have asked not only for discussion practice but also for exercises in clear-thinking, talks on ground information and methods of assembling material. It is in this field that the experience of the Army can be of most value; and experiments elsewhere show that training of the kind provided for regimental officers can be adapted to civilian needs, and is an essential provision if the discussion method is to play a part in adult education.

For it is neither accurate nor fruitful to regard these new developments as an independent movement. A comprehensive adult education programme must depend on informal as well as formal methods, and any hesitation in acknowledging the demand for them will mean that adequate standards cannot be reached. Discussion groups generally are capable of hard work; but they need help, both in the provision of material (briefs, pamphlets, &c.), and in training and refresher courses. The achievements of professional teaching have been considerable; but the co-operation of professionals and responsible citizens will achieve more.

HUMAN PHYSIOLOGY AS A SCHOOL SUBJECT

By M. A. JOHNSTONE, B.Sc., F.L.S.

"APPLIED physiology signifies the application of the principles of physiological science to daily life, and is therefore very wide in scope and of immense importance."* These are the words of Sir Leonard Hill in an article on careers. He follows them up with a comprehensive survey of the tasks which lie waiting for the physiologist, and then—"As applied physiology has these profound bearings on the health, happiness, and efficiency of people, it is bound to be studied more and more if civilization is to continue".

And yet everybody knows that in our schools, of whatever grade, there is no subject more generally excluded from the curriculum than is Human Physiology.

From time to time, spasmodically, interest centres round the teaching of hygiene, and the present moment may be a somewhat hopeful opportunity to advance the claims of physiology for recognition, not only as the logically scientific basis for all teaching of hygiene but also on the ground of its intrinsic merit.

It was on the occasion of a Sunday school lesson, and the earnest teacher had followed up her discourse on the sin lurking within us by asking a question: "What is your heart full of, John?" "Blood and red currants", was the answer of John, whose thoughts had flown instantly to his recent lunch. This about typifies the boy's knowledge of his own internal arrangements. No doubt John could have furnished more accurate information about a railway engine, could have discussed the working of steam-driven pistons though not that of his own pumping heart, knew something of the circulation in a system of hot water pipes but nothing of the endless stream coursing through his own body.

It is hard to find justification for the educators who leave the human beings of whom they have charge for many years in complete ignorance of the vastly complicated and infinitely delicate mass of living machinery which is theirs from the day of their birth to the day of their death, and which they have to maintain in working order if they are to exist at all.

For what reason or reasons is the teaching of human physiology neglected in our schools? Is it because of the lack of teachers possessing the necessary qualifications, or of lack of interest on the part of those responsible for the framing of curricula? Is it just because it has not yet been boomed as a fashionable fad (we all know of fads which have blazed to glory and then died out)? Or is it—and this probably is the mighty reason—because universities, with a rare exception, have not placed it in the lists of their matriculation subjects? We are slaves of examinations, so what can we do but bow our heads and close our eyes?

For those who are able to hold out for education, in at least some degree, as being more important than examinations, and for those who can contrive to make physiology part of an examination programme, we may urge consideration of its claims.

The extreme practical value of physiological knowledge is a strong argument in favour of including the study in the syllabus of schools for girls and boys in their teens, unless, of course, we take the extreme view that the utilitarian factor should not be considered. As long as they live they will have to select the food best adapted to the peculiar needs of each body; they will have to maintain it at a definite temperature; they will have to watch for defects in its machinery and see that they are remedied. They should know against what external dangers, such as infection, it should be guarded. They should be aware of the risks attached to over-driving their engines or letting them rust. And how can all this—and by no means has the whole been specified—be done intelligently and with a measure of safety if the individual is perfectly ignorant of the systems constituting the complex organism which is his body? He ought to have sound knowledge of the foods required to support the protoplasm which is the living part of every cell in his body, and of the processes by which these foods are digested and absorbed. The provision of oxygen for every living cell, and its attendant problems of breathing and ventilation; the nature of muscular tissue and the exercising of it; the organs of the senses and the laws relating to them; the functioning of the brain—all these are matters of direct personal import. Beyond this lies the great realm of the health of the community.

Upon an intelligent and accurate acquaintance with the body-structure and the vital processes can be built up a scheme of hygienic instruction and a code of bodily habits. The physiology lesson enables the teacher to give reasons for many of the things which a pupil is made to do.

Physiology may be very properly applied in the gymnasium, where lessons will gain in purposive reality if the pupils see reasons underlying as many as possible of their exercises. Such lessons acquire an intellectual value. Bones and muscles can be inspected in the gymnastic lesson—no doubt with considerable vivacity; or a demonstration of practical

(Continued on page 64)

* *The Journal of Careers.* July–August, 1931. "Applied Physiology: a Growing Field of Work." By SIR LEONARD HILL, M.B., LL.D., F.R.S.

Digitized by Google

The Teaching of English Series

Every educationist is familiar with this famous series which now numbers well over 200 volumes and is constantly growing. The following classifications give some indication of the variety and range of the series. A complete list of Titles will be sent on request.

Text Books and Reference Books—Stories, Romances and Novels—Play Books and Dramatic Literature—Anthologies and Literary Studies—"Approach" Books—Travel Literature—Prose Books—Poetry Books—as well as Books for Teachers.

The books are clearly printed and bound in blue cloth with gilt lettering. As regards both their format and their contents they are not only school books, but, says *The Daily Telegraph*, they can "*form the nucleus of a library.*" Each volume is edited by an expert in his own field and contains Notes, Questions and Exercises. Prices **1s. 6d.** and **1s. 9d.** each

English for Air Cadets

HARRY BELL, M.A.

"These lessons have been skilfully prepared in order to give Cadets the necessary practice in such matters as spelling, punctuation, spoken English, clear and concise writing, and précis. A very useful manual."—*A.M.A.* *Illustrated.* **2s.** net

English for Army Cadets

HARRY BELL, M.A.

"An original up-to-date book of lessons and exercises in Spelling, Punctuation, Composition, Note making, and Précis. . . . In addition to Army Cadets this book would be a refreshing change for any senior class."—*Schoolmaster.* *Illus.* **2s.** net

A Grammar Companion

ADA J. A. WATSON, M.A. (Hons.)
Senior English Mistress, Leeds High School

A lively and practical first book on English grammar. The many exercises have been chosen in such a way as to keep clear the point at issue and to afford intensive practice on any one point that needs special classification. **2s.**

Religious Education in the Senior School

R. L. ARUNDALE

"The author traverses the whole range of religious training of the adolescent. It is a masterpiece of industry and condensation. It is obviously the work of a practical teacher who has tested theory on the hard anvil of experience.
Generally it is to be commended to all who are interested in the spiritual upbringing of young people. Everything in the book is up-to-date."—*Education.* **8s. 6d.** net

Read and Remember

SUPPLEMENTARY READERS

Designed as an aid to the teaching of reading and the provision of reading material which is worth remembering. Even in the earlier books there is a close avoidance of writing down, so that this series is particularly suitable for backward pupils in the senior stage.

A number of the books have a useful History and Geography bias, while others form an interesting introduction to all that is best in Literature.

There are also series of carefully graded Poetry Books and Play Books.

Each book has questions and answers, many illustrations, and is bound in stiff paper covers. Average 64–100 pages. Each, **1s.**

The Religious Background of the Bible

J. N. SCHOFIELD, M.A., B.D.

This is a companion volume to the author's *Historical Background of the Bible.* Mr. Schofield traces the development of religious doctrine and practice in Bible lands from the earliest times to the establishment of the Christian Church. The reader will gain a deeper insight into the complex problems of corporate religion in the ancient world. *Illustrated.* **17s. 6d.** net

Thomas Nelson & Sons Ltd.
Parkside Works · Edinburgh

Digitized by Google

physiology may be given in the swimming bath. Exercises performed with the feet bare enable the teacher to compare the unspoilt foot and the foot as distorted by unsuitable footgear. The physiological explanation for rules for posture and movement can be given.

Simple training in first-aid should be safeguarded by theoretical knowledge of the body. The girl having her first lessons in household management, in the choice and preparation of food, in selecting clothing, in making a home a healthy place, should know the scientific reasons for her doings. Current ideas on food and the merits and demerits of fashionable dress may afford her chances for spirited discussions. Carried forward into adult life this knowledge of their bodies will furnish people with criteria through which to arrive at judgments on health matters. The universal readiness to dwell on such subjects is evidenced in every newspaper; cures for every ill, pseudo-medical articles on thinning and fattening, articles pandering to the prevailing eccentricities in dress, nerves and freckles, and brown bread—the talk is endless. Some scientific knowledge of their own bodies would furnish readers with tests which they could apply to these columns of proffered advice.

Essentially imperative is it that girls should be made acquainted, and that not in any superficial fashion, with the structure of the human body and its needs. To them falls the high duty of caring for the babies, the sick and the aged, not as the trained specialists, nurses, and doctors, but as home-makers. If they are to fulfil this mission well they must have science to guide them. They must know, for instance, the peculiar dangers to which the bony framework of the very old and the very young is subject; they must be aware of the necessity for watching the nervous development of a small child; they must understand the digestive needs of the young and the old.

A subject which enlists direct interest on the part of parents carries a special recommendation, and human physiology has been found to draw not only mothers but also fathers into friendly co-operation with the teacher. It embodies many themes of general interest which lend themselves to home discussion; parents, too, are often very helpful in providing material for lessons. School talks often open the way for the child to go to the parent for additional information on points on which otherwise he would be silent; similarly opportunities suggest themselves to parents to impart information.

The very fact that physiology rapidly becomes a favourite subject with a class is a good reason for regarding it as being a right choice. It possesses a *reality* for children, who prefer animals to plants, things that move to those which stand still. Girls at any rate are intensely curious about themselves: turn this interest into healthy channels, make their questionings matters for open investigation. Bring troubles into the light of science to show how matter-of-fact they are; counteract morbid introspection by doses of cheerful revelation. The whole business appeals to the normal girl's instinct for being practical, and she will contribute her share towards making a physiology lesson a thoroughly enjoyable occasion. It is not uncommon nowadays for a girl to present her excuses for absence with a complacently delivered accompaniment about her 'nervy' condition; she regards herself as a person of rather thrilling interest. This is one frame of mind which the physiology lesson tends to reduce to the commonplace, whilst at the same time supplying it with impersonal thrills belonging to the mysteries of nerves and the marvels of the messages that flash along them. All manner of questions arise in the course of lessons, and most may be answered in a quite natural, matter-of-course way. Opportunities also may arise in which to meet with reasoned reassurance fears of unknown illnesses.

The science of human physiology is rich in the fascination of discovery and in the quest for solutions of the mysterious. It has its stories of Pasteur's research, of the discovery of the circulation of the blood, of present-day findings such as that which proves that it is the brilliant sunshine of certain lands which accounts for the splendid teeth of the people. And what wonders the microscope reveals, and what unfathomed secrets lie within that protoplasm which alike forms the living part of nerve and muscle and bone! There is wide field for investigation in the mechanism upon which locomotion is dependent, in the efficiency of systems of levers operating in simple actions, in the delicately adjusted coordination of numerous muscles in response to nerve impulses, in the wonder of a nerve-reflex and in the elaboration of the connexions through which it is made.

There remains to be assessed the value of our subject as mental training. Inherent in it, provided it is approached in a truly scientific manner, there is training in the acquisition of facts, in the marshalling and correlation of these facts, and in the reasoning involved in drawing deductions from them, or refraining from drawing deductions. The student learns that there are still many unsolved problems. He ought to realize also a reverence for the beauty and the perfect fitness of every organ for its work. The seeker after truth must practise patience and perseverance, must be exact in observing and recording, and be prepared to repeat and to check his observations; he must learn that no detail can be passed over as unimportant because it is minute. There are plenty of opportunities for experimental work, and plenty for co-operative work.

Even examination results need not be jeopardized by giving physiology a chance. A highly suitable position for it in the school programme has been found to be the two years preceding a course in zoology of matriculation standard. It provides standards of reference and comparison when dealing with the animal types prescribed by matriculation syllabuses and provides for the general zoological work a very sound basis.

Needless to say, if all the advantages which are claimed for the adoption of this subject in schools are to accrue, the matter selected for the class and the method of presenting it must be calculated to grip the pupils' minds and stimulate them to individual effort. I have seen a lesson reduced to learning the numbers and names of bones from a text-book and copying them into an exercise book: it was dry ash indeed. The spirit of research must be kindled and fostered. The linking up of school work with the doings of the adult world is always attractive to the child. With physiology such contacts can very readily be established. The recent discoveries of vitamins, which have revolutionized theories about food, are obviously suitable for incorporating in school teaching. More guardedly may be introduced such themes as cancer research, the experiments with radium and heat and light rays, &c. Newspaper accounts of health treatment and medical discoveries should be given critical attention, warnings being given as to the amount of credence to be accorded to them.

It is hoped that, in some measure, the case for including the study of the human body in the curriculum of schools for older pupils has been strengthened by this outline enumeration of the benefits to be derived from it.

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

In this first book (which is intended for pupils of 11 or 12) grammar lessons comprehend only the broadest outlines. The other two books are in active preparation.

A MODERN ENGLISH GRAMMAR

For Junior and Middle Forms

By AMY F. DAVIES, formerly Senior English Mistress, Upton Hall, Cheshire, and LEONARD A. DAVIES, B.A. (Hons.), Sidney Sussex College, Cambridge. 2s. 6d.

EUROPE AND THE WORLD

A School History from 1789 to 1938

By DESIRÉE EDWARDS-REES, M.A. (Oxon.), formerly Head Mistress, Godolphin School, Salisbury. With 29 specially drawn maps, and test questions to each chapter. 5s.

An able survey of European History since the French Revolution—carefully linked to World History.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new "Warner and Marten")

GEORGE TOWNSEND WARNER
C. H. K. MARTEN D. ERSKINE MUIR

The famous "Warner and Marten" completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve "periods" into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. Book One—55 B.C.–A.D. 1603. 5s. 6d. Book Two—1603–1939. 6s. 6d. Section Two—1485–1714. 3s. 9d. Section Three—1603–1783. 3s. 6d. Section Four—1688–1939. 5s. 6d. Section Five—1783–1939. 4s. 3d.

AN EPITOME OF ENGLISH SOCIAL HISTORY

1730-1935

By J. W. RUDDOCK, B.Sc. (Econ.). 2s. 10d.

A full summary of legislation, facts and figures relating to English social history from 1700 to 1935. There are biographical and general indexes.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 215 diagrams. 5s.

This is the second volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. A third volume—Light—is in preparation.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. See note above.

FRENCH REVISION TEST PAPERS

By F. BLACKBURN, Modern Language Master, North Manchester High School for Boys. 10d.

Suitable for pupils in the School Certificate year. Each paper follows the same plan: Question I provides a revision of the verbs; Questions II and III deal with a wide variety of grammatical points; Question IV is a prose translation; and Question V an unseen translation.

BLACKIE'S GRADED GERMAN TEXTS

General Editor: WERNER R. SCHWEIZER, Ph.D., Head of the Department of German, University College, Nottingham. 1s. 9d. each.

A series of interesting texts, both classical and modern, of real literary and linguistic value. Each book is provided with a short critical and biographical introduction, footnotes, a list of modern idioms, and a full vocabulary. Nine titles. Latest addition:

Gunther Grell, Schulboot "Alte Liebe":
Edited by H. Cooper, M.A., Head of the Modern Languages Department, Harrow School.

GOETHE'S POEMS

Selected and Edited with Biographical Sketch, Introductory Chapter on Metre, and Notes, by HENRY GIBSON ATKINS, D.Lit., M.A. (Lond.), B.A. (Cantab), and L. E. KASTNER, M.A. (Man.), Litt.D. (Camb). 4s.

PAGINAE PRIMAE

A First Latin Course

By F. R. DALE, M.A., Headmaster, The City of London School, and G. G. HENDERSON, M.A., Assistant Master, The City of London School. 3s. 3d.

This is a First Latin Course for beginners, and will take them to the stage at which they can read a simple Latin text. Built on sound lines—grammar on the left-hand page, exercises on the right hand—the course is designed for the first year of a four-year course to School Certificate or for the first two years of a five-year course.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

DUSTY EMINENCE

By KENNETH D. ROBINSON, Wellington College

THE new proposals of the Burnham Committee will dethrone the first-class honours man from his dusty eminence. The cry of Quality, not Qualifications, with its implicit appeal to the Sir Galahads to rescue British boys and girls from something that was dirty and dragonish in education, has sounded his knell. It will be a sad passing, and, before we lock his skeleton in the cupboard, it would not be out of place to pay some small tribute to his memory.

He began life, maybe, in some industrial town, won a scholarship to the local grammar school, and from 12 to 18 applied himself diligently to the task of winning a scholarship to the University. In the process he gave a measure of satisfaction to his teachers, who found in him a means of elevating some of the members of his form a little above the accepted level of mediocrity; and on Speech Day his Headmaster, who had already destined him for the teaching profession, pronounced him a credit to the school. At the University he was tolerated by his fellow-undergraduates, who always make some concession to intelligence; because he was quiet and hard-working; the college authorities had no objection to him; in the wider society of the University he passed unobserved. The most that can be said of him at this stage was that he provided some sort of standard of scholarship and diligence by which his more attractive fellows might be judged.

The inevitable first-class honours degree, to which his only personal contributions were hard work and abstinence from some of the minor pleasures over a number of years, gave him access to the schools, where in due course he controlled the destinies of the sixth form at the Grammar School, Little Muddling. There he was pleasantly surprised to find that the ten years' hard work which had gone to the making of his degree was recognized financially to the extent of an extra £25 per annum on his salary. Fifty shillings a year for each of those years of toil: if he lived to be 63 and held his job, he could look forward to a total return of £1,000, the cost of his four years' training at the University. This was clearly worthwhile, even though sixth-form teaching, involving as it did more work outside the class-room, might be somewhat more exacting, particularly as his Headmaster (the "Old Man", as he used to call him) made no sort of allowance for it in periods 'off'. Again, those long hours spent in "keeping up with his subject"—they were as much a pleasure as a duty; and, if the whole effect of the system was to leave him with little spare time at all, he could not envy those of his colleagues who made a clean break with work every day at 4.30 sharp. In fact, he came to be rather in love with his dusty eminence; and, if we may see him as others round him did, we should in fairness admit that he gave a kind of tone to the Common Room, quite apart from his being an indispensable member of the crossword committee in the 'break'.

But tragedy is always just around the corner. One day you find that change has invaded your little citadel of contentment—the Gaul is at the gates. So it was with Mr. Muff, M.A., in December, 1947. He had never been a first-class teacher, though no one had yet ventured to call him a first-class failure; but his results, he thought, had been reasonably good and he filled a place adequately enough. It was, therefore, somewhat of a shock for him to discover that there was a movement to discredit the value of 'qualifications'. He had known for some time that there was a small party who believed that training was more important than education and a diploma more significant than a degree, but he had disregarded the phenomenon, reflecting that he would rather hand his own children over to any untrained teacher of good education than to the best trainee in the world without it, and thinking (stupidly, as it turned out) that others must share his view. Similarly, he had once heard it said that "in education those should rise who deliver the goods, not those who are covered with labels". That talk of labels had been a nasty crack, but, as he smoked his pipe in the evening, with work finished for the day at 9.30 p.m., he was prone to disregard it. "After all", he once said to a friend, "you can't object to a label when it brings you in ten shillings a week for the extra ten hours' work it brings you." But now—this latest attack was formidable. Qualifications no use; a frantic search for Quality; for Quality large prizes in cash. "I suppose" he said to himself, "they'll leave it to the Old Man to decide who has the Quality."

The last official mention of our dusty hero occurs in the Little Muddling School magazine of the term following the above-mentioned reflections. It reads as follows:

Vale: A. Muff, Esq., M.A. (Oxon.)—lately Sixth Form Classical Master, Chairman for many years of the Debating Society, President of Chess Club, Photographic Society, &c.

Salve: Miss Bright.

A biographical note is added on Miss Bright:

"Miss Bright was until December, 1945, employed as a charge hand at the Morecraft Aero Co. Ltd. Her success in organizing educational evenings for the female employees led to an invitation from the Ministry of Education to attend a two-year post-war course at the Nuplan Training College. Miss Bright passed out top of her year, with distinctions in Psychology, Handicrafts, and Teaching Practice. She has since spent two additional years learning Greek. We wish her well as successor to Mr. Muff."

CORRESPONDENCE

SECONDARY EDUCATION—SOME THOUGHTS AND PLANS

SIR,—In connexion with our article in the October number entitled "Secondary Education—Some Thoughts and Plans", may I attempt to make clearer a few points which, to judge from Mr. J. F. P. Thornhill's letter in the December issue, are open to misinterpretation?

(1) The last thing we should want is to train boys in unthinking and unquestioning acceptance of some particular religious system. This point was partly dealt with in the paragraphs on desirable qualities and attainments, particularly (*a*) (5) and (*b*). Boys' questions are very much to be encouraged; though they may at times be difficult, they are only "awkward" to those seeking to bolster up a system with no reasonable foundation. (*Continued on page 68*)

Digitized by Google

HACHETTE

Many Hachette Text-books have been unobtainable through paper shortage and production difficulties, and the inconvenience caused is greatly regretted.

The following texts are now available:

THEMOIN. Premier Livre pour les Enfants. **2s. 6d.**

,, Deuxième Livre pour les Enfants. **3s. 0d.**

(Direct Method, based on the phrase, and not the word. Illustrated throughout)

COSSARD & LAURENT. Méthode Directe pour l'Enseignement rapide du Français par la Conversation. **4s. 0d.**

(Suitable for Evening Classes)

French Composition:

EMERSON, H. O. Picture Book of French Composition. **1s. 6d.**

SCHOEDELIN. Graduated Free French Composition. **3s. 6d.**

French Select Passages:

RICHARDS. Select Passages in Prose and Verse. *Junior Course.* **3s. 0d.**

FAURE et CASATI. Scènes et Visions du Pays de France. **3s. 6d.**

(Advanced Texts)

French Commercial Correspondence:

RAGON. Class-book of Commercial Correspondence. **4s. 0d.**

KETTRIDGE. French Commercial, Financial and Legal Correspondence. **5s. 6d.**

Phonetics:

CEPPI. New Phonetic French Reader. **2s. 0d.**

German Readers:

LISTER & HANSEN. Introductory German Reader for Older Students. **2s. 6d.**

Spanish:

LAGUNA. El Lobo. **1s. 3d.**

El Carlista. **1s. 3d.**

(Two Easy Spanish Plays)

16 William IV Street,

CHARING CROSS, LONDON, W.C.2

Digitized by Google

(2) Therefore it has, curiously enough, occurred to us that " true education may consist in the search for truth ". Yet it is not commonly supposed that it is a qualification for teaching, say, mathematics, that one should know nothing about it. Life is a more debatable business than mathematics ; but some solid foundation for thought and action is a primary need of the modern world, and the fact that complete agreement does not exist as to what this foundation should be does not relieve teachers of the duty of giving some guidance, according to their own light, in this most essential matter.

(3) The suggestion that such an experiment as was outlined might best be carried out in a new school was *not* due to a desire to " exclude all ideas but our own ". The article suggested a secondary school which aimed at giving a more comprehensive type of education than is usual at present. Such an experiment would make unaccustomed demands on the staff, and men and women who had become used to the present system could not fairly be expected to join whole-heartedly in a scheme thrust upon them without their choice. " Suitable active sympathizers" (perhaps an unfortunate phrase) meant those who agreed with this general conception of the purpose of secondary education ; it does *not* imply a religious test. It might interest Mr. Thornhill to know that the authors of the article belong to two different Christian denominations, and one of them to none at all.

The question of a new school is in any case a purely practical one. We have considered the possibilities (including the one with which Mr. Thornhill concluded his letter) fairly thoroughly, and believe that on the whole our conclusion was right. It is surely more effective for people with a *general* agreement to work together. There is no question of totalitarianism. Those with other methods obviously would work elsewhere. Variety, within the limits generally approved, is a sign of life in education.

38 Clifton Avenue, G. T. HUGHES.
West Hartlepool.

MULTILATERAL SCHOOLS AND THE U.S.S.R.

SIR,—My efforts to describe Soviet organization of education in brief do not appear to have been wholly successful ; or is it that Mr. Bibby's reasoning is faulty ? He insists that Soviet schools up to 15 are really multilateral because they " are not specialist ". If his logic is correct then all our elementary schools are multilateral schools—so why the fuss ? But, unless I am mistaken, a multilateral school is in reality several schools under one head, arranged as one unit, serving some 1,000 to 2,000 children with a variety of education—academic, technical, trade, &c. This does not exist in the Soviet Union, where experience has proved that 900 or so is the maximum satisfactory number for a school if it is to create a tradition and develop an individuality.

The Soviet school up to 15, which serves all the children, is more nearly comparable to a grammar school or high school in Britain which accepts children at the age of 7. At the age 11–12 *all* children in *all* schools take algebra, geometry, physics, chemistry, and a European language. No normal child in a Soviet school is denied these subjects, unless of course there is no qualified staff, which may certainly happen with languages.

The Soviet attitude differs from the British, which holds that only a small number of the nation's children can benefit from secondary academic education. In the U.S.S.R. it is believed that all normal children can derive benefit from such education. It is not considered that they will all become scientists, historians, or linguists ; but it is held that the understanding and appreciation of culture, which is as much intellectual as emotional, to which academic education is a key, will make their lives richer as individuals and of greater service to the community.

The reason for industrial and technical education beginning at 15 is a political and economic one and not an educational one. Had the war not intervened, education up to 18 would have been compulsory for all. As it is, it may be some years yet before production reaches a level that will make it possible to keep everybody at secondary school till 18. In the meantime an increasing number of schools are being organized in factories, the factory providing class-rooms, laboratories, and equipment within its gates, where adolescents are receiving the secondary (academic) education which they have missed by entry into industry.

My original intention was merely to correct a misunderstanding about Soviet education, not to take part in the controversy. Perhaps I might be allowed to say just this. It is exceedingly unwise to assume that methods or organization which function successfully in one country will necessarily do so in another. Britain is not the U.S.A. or the U.S.S.R. Further, it is fallacious reasoning to assume, as many of the supporters of the latest fashion in education do, that the one 13-year-old learning a trade in the same school ground as another 13-year-old learns Latin or mathematics will do away with inequality and class distinction. No regrouping of schools will abolish these so long as our ruling class is educated in special schools. Scholarships to these schools are no solution, for the child from a different social stratum loses his identity and forgets his origin.

BEATRICE KING,
98 Gower Street, Chairman,
W.C. 1. Education Committee, S.C.R.

THE FUTURE OF LANGUAGE TEACHING

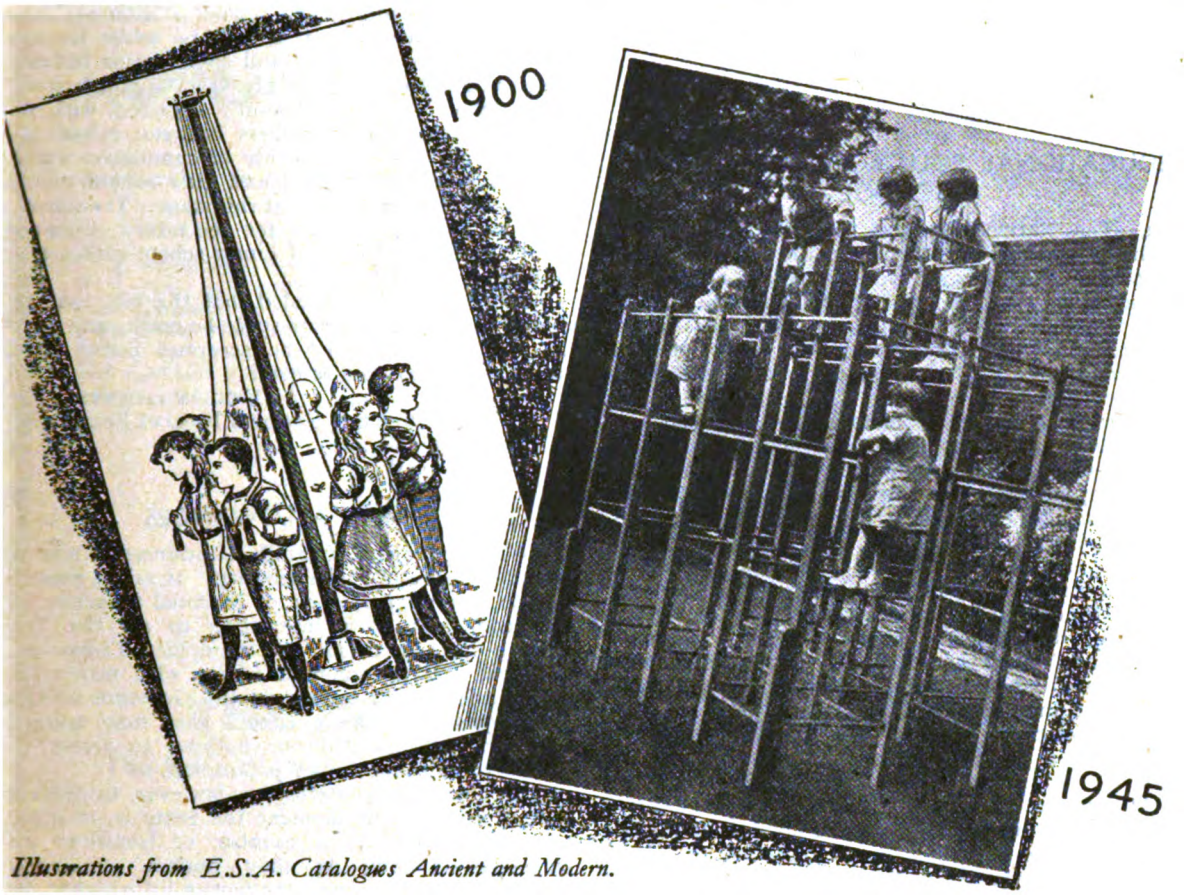
SIR,—Miss Matthews makes two reasonable claims : that the five-year French course concentrates unduly on language, and also that its results are rarely commensurate with the effort involved. French, as she would therefore have it taught, is to include not only language (of an unacademic type), but also history, geography, literature, music, and art. A foundation of interest and general knowledge will thereby be created, which will be helpful to international cooperation ; and upon it sixth forms, evening institutes, and universities will build.

This conception is, I think, on the right lines, and should be admirably suited to the new ' modern school ', but we should be aware of possible weaknesses. To substitute French culture for the French language is to impinge on other subjects, notably history and geography ; and in the ' grammar school ' the present examination will need to be amended or even eliminated—no bad thing, provided a certain planlessness does not ensue. Three incidental thoughts : what point this type of instruction will lend to exchanges with French children ; how few teachers of French, with their sadly limited facilities for travel and study, would be competent to conduct such a course ; and how senseless our allegiance to French, when a knowledge of *all* peoples, in the interest of international amity, is the chief aim !

In any case, whether we like it or not, the realistic

(*Continued on page 70*)

Digitized by Google



Illustrations from E.S.A. Catalogues Ancient and Modern.

The History of Education

passes like a pageant across the pages of the catalogues which this House has issued during the last seventy years.

With each changing phase, with each improvement and innovation, we have kept abreast. Many schools which first came to us in our beginnings still look to us to supply their every need to-day. To-morrow, in the new Age of Education, this House will be as ready to play its part as wise planning and forethought can assure.

1870 ESA 1945

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1 · *Telephone:* Holborn 9116
Stevenage, Hertfordshire · *Telephone:* Stevenage 500
101 Wellington Street, Glasgow, C.2 · *Telephone:* Central 2369

Digitized by Google

form of instruction seems certain to oust the academic: the rewards it is proposed to offer to graduate teachers furnish ample evidence.

22 Dovedale Avenue, Kenton, Middlesex. I. C. THIMANN.

EDUCATIONAL POLICY AND THE JUNIOR SCHOOL

SIR,—The National Froebel Foundation wishes to outline its policy with regard to the junior stage of education, which has received far too little attention. It has often continued to be unimaginative, formal, and almost totally unrelated to the needs of the children. A drastic change of outlook and of practice is needed among administrators, school authorities, and teachers.

There is still much room for better buildings and sanitary arrangements, larger playgrounds, and more playing-fields. The most urgent needs at the junior stage appear to be for space and movement. This implies smaller classes in larger rooms, and furniture and apparatus which can be easily shifted so that children can move freely. There should be playing-fields suitably equipped for juniors with trees or frames for climbing. Room is needed for digging and building. Clothing and shoes suitable for outdoor games should be provided. Eurhythmics and dancing are an essential part of the junior-school programme. It is most important that there should be a complete rejection of the system which keeps children at this age seated at their desks for the greater part of the day.

All external pressure due to special-place selection should be removed, and standards of achievement related to the children's needs and abilities. Most important is the gaining of experience and wider interests through activity. The skills—reading, writing, arithmetic, written and spoken language—will be developed in the service of activity and not as ends in themselves. The necessary practice will be accepted as purposeful and will therefore give better and more lasting results. Examples of school procedure based on these principles are the exploration of the natural environment—gardening, and the keeping of pets and aquaria. Making records and searching for further information involve reading and writing in concrete situations.

There must be opportunities for creative and imaginative activities in music, art, poetry, and story-telling. Spontaneous oral work should be at a maximum, with less emphasis on the mechanics of written expression. Puppets, mimes, impromptu dramatic production, lecturettes, discussions, and choral speech give opportunities for using the mother tongue, and will spontaneously develop into written work. The studies usually taught in a formal curriculum, including mathematics, will form part of this wider field of active experiences. All this implies individual and group work in small classes. Such work is an important factor in furthering social development and encouraging initiative. Stress is laid throughout on active thinking and reasoning. Specialist subject teaching in the primary school is not advocated, though it may be necessary for music and physical education.

Organization and discipline must rest on careful consideration of the social and emotional needs of young children. Heads of junior schools should be appointed from among people of enlightened experience with children of this age, and not from among senior school teachers disappointed of senior school work. This implies equality of status and salary. Where a primary school is attached to a secondary department, it should be under its own head, and there should be full co-operation between the two departments. The break between infant and junior school should be carefully adjusted, with frequent interchange of teachers between infant and lower junior classes. The use of cumulative record cards is important. Boys and girls should not be segregated from each other at this stage. The school's share in sorting children for secondary education should be in the hands of junior school rather than secondary school teachers.

Further research is needed, but the fact that the younger the child the more space he needs, and hence the smaller class, *must* be accepted before much practical progress can be made.

EVELYN LAWRENCE,
Director, National Froebel Foundation.
2 Manchester Square,
London, W. 1.

FAMILY ALLOWANCES

SIR,—The payment of family allowances is now an agreed measure of social security. It might even be said to be an agreed form of National Security. In that connexion it is interesting to see the Tory Reform League, in its new pamphlet *To-morrow's Children*, making common course with many Left organizations, and urging on the Government that the proposed payments, though they may mitigate hardship, will do little or nothing to arrest the prospective decline in the population.

It is much more interesting, however, to discover that at the present moment the State is, in effect, paying subsidies to a number of bachelors and spinsters—so long as they remain unmarried! Perhaps that is colouring the facts a little highly, but here are the plain facts to speak for themselves. The illustration refers to boarding schools, but there must be a large number of other institutions which are affected.

At many of these schools staff salaries are paid in full, then the resident staff pay say £80–£100 back for maintenance. For some obscure reason exemption from tax can be secured on this part of the salary, whereas, if the resident master marries, he almost always becomes non-resident and can no longer claim exemption from tax on the £80–£100 a year. Marriage, therefore, may bring to such a man an appreciable loss of income as well as increased financial commitments. It is true that he has the hope of family allowances to help him to bear the loss. It may be, however, that he would not appreciate the point.

CURIOUS.

PICTURES FOR SCHOOLS

SIR,—There is much talk nowadays about pictures for schools. Some say that reproductions of masterpieces are best; others that originals are more valuable even if they aren't masterpieces. But all the time, teachers are showing pictures to children in history lessons, geography lessons, Scripture lessons; they are asking children to describe pictures as a way of speech-training, and they are pinning pictures on the walls of infant class-rooms and nursery schools. Children look at these pictures quite as closely (if not more so) as at those which may hang in the school corridors for purely aesthetic reasons.

Aesthetically the great majority of these class-room pictures are worthless. Take, for example, the pictures in the average infants' class-room. These

(*Continued on page 72*

Digitized by Google

MUSICAL APPRECIATION THROUGH SONG

R. DUNSTAN, Mus. Doc., and C. E. BYGOTT

A Storehouse of Information and a Treasury of Song. A Book for every School Reference Library.

The selections are arranged broadly in historical succession :

I. Ancient and Eastern Songs
II. Music in Western Europe
III. Shakespearian Music
IV. Tudor Music and the Elizabethan Madrigalists
V. The New Style
VI. Classical Songs
VII. Songs with Special Histories
VIII. Modern and Ultra-Modern Music

The Complete Edition contains Songs, Accompaniments, Historical and other notes, and is a most valuable addition to the library of any student of music.

Second Edition revised and extended, 10s. 6d.

SONGS OF THE AGES

The School Song Book

Pupil's Companion to Musical Appreciation through Song

Containing Words and Air of 153 Songs. **2s. 3d.**

THE NEW-WAY MUSIC METHOD

The New Way to Teach Staff Notation. A Complete Scheme for all Ages.

Stepwise Progressions. Variety of Keys.

Exercises based on Standard Melodies.

Teacher's Books at each Stage provide full Teaching Notes for each Lesson.

RHYTHM AND PERCUSSION CHARTS FOR INFANTS

15 Charts 30 in. by 40 in. (size of note 2 in.) mounted on rod .. .. **16s. 0d.**

RHYTHM AND SONG

The Teacher's Companion Book for the Rhythm and Percussion Charts .. **2s. 9d.**

NEW-WAY NOTATION CHARTS

These Charts provide valuable material as an introduction to sight reading and a preparation for New-Way Sight Reader, Book I.

16 Charts 30 in. by 40 in. (size of note 2 in.) mounted on rod .. .. **18s. 6d.**

THE APPROACH TO SIGHT READING

Teacher's Book to the New-Way Notation Charts .. .. .. **1s. 9d.**

NEW-WAY SIGHT READERS

Book I	**8-9 years.**	**Paper 7d.**
Book II	**9-10 years.**	**Paper 8d.**
Book III	**10-12 years.**	**Paper 9d.**
Book IV	**12-13 years.**	**Paper 10d.**
Book V	**13-15 years.**	**Paper 10d.**

Cloth Covers, **4d.** extra.

Book V contains, in addition to Sight Reading and Memory Work, exercises and examples in Harmony and Form.

NEW-WAY EAR TRAINING EXERCISES

Books I, II, and III, each, **3d.**

NEW-WAY TEACHER'S BOOKS

Books I, II and III, each **2s. 9d.** Book IV and V, each, **3s.**

SONGS FOR JUNIORS

The first part of this excellent new collection contains songs suitable for sight reading to follow up the early books of the New-Way Series. The second part contains Songs with Melodies readily learnt by ear and the third part consists of Classical and Modern Songs suitable for Juniors.

Complete Pupil's Edition, Cloth, **1s. 9d.** Harmonized Edition, **5s. 6d.**

SCHOFIELD & SIMS **HUDDERSFIELD**

Digitized by Google

are, quite rightly, often changed; so many teachers possess a portfolio, published for this purpose, containing a large number of coloured pictures. These usually represent children watering delphiniums, rabbits with toadstools, and so on, and they have that particular washy refinement, that false, arch sentimentality which is regarded as suitable for children, and has no connexion with art or life and children as they really are. The "Scripture pictures" are particularly bad from both religious and aesthetic points of view.

There are plenty of such pictures to be bought, possibly useful as "teaching material" because they fulfil the necessary requirements of naturalism, subject-matter and so on, but without the quality which would make them play a part in familiarizing children with good colour, good design, and honest workmanship, if nothing more.

All these remarks can, of course, be applied to school books and school equipment generally, and indeed to the whole field of "visual education" which is at present being so widely discussed.

What is the answer? Not more reproductions of old masters; the farmyard in the picture should include a tractor. We have to-day plenty of artists and designers who could make the pictures and design the books, plenty of publishers and printers who could produce them, and plenty of intelligent teachers who could describe what is needed, and make sure that what is produced is not too sophisticated or too "highbrow". If people who are interested will send their ideas about what should be done to this Society, we will guarantee not to leave these ideas in a pool, but to take whatever action seems most sensible.

2 Manchester Square, W. 1.

NAN YOUNGMAN,
President, A.T.G.
MAURICE FEILD,
Acting Chairman, N.S.A.T.

for The Art Teachers' Guild and The New Society of Art Teachers, incorporated in the Society for Education in Art.

THE TRAINING OF TECHNICIANS

SIR,—In the evidence presented by the local education authorities of London and the Home Counties to the Percy Committee on Technological Education, the establishment by the University of London of a new faculty of technology is proposed, with the grant of "appropriate degrees". If this is not conceded, the creation of a national authority for this purpose is suggested. That drastic action is necessary may be conceded. Our technological colleges and institutes should enjoy a much higher status than under present conditions. The relations of the larger polytechnics of London to the University are not on a satisfactory basis, the *nexus* being only through the "recognized teachers". Such institutions as the Northampton Polytechnic, the Battersea Polytechnic, the Chelsea Polytechnic may fairly claim affiliation to some university. "On the Continent", the evidence states, "higher technological institutions are commonly of university standing and able to confer degrees." This is true, but in other respects these institutions are not organized as universities. There will be opposition to any proposal that an organization established and controlled by the Government should be given the right to grant degrees.

Whatever reforms may be necessary, the traditional conception of a university as a society of teachers and graduates must be preserved. Technological education may not have been given a fair deal from existing universities—the atmosphere may be unsympathetic, the importance of technology not fully appreciated. The same problem has arisen in some measure in relation to science and medicine, though there has been no open declaration of war in recent years. Opinion is hardening in favour of a substantial increase in the number of universities in England. Is the one-faculty university a practicable proposition? The evidence received by the Percy Committee should be published *in extenso*, for the importance of the issue under consideration must be recognized. A committee appointed by *fiat* of a single Minister may not, however, provide the final solution of this difficult problem, though by collection and sifting evidence a useful purpose will be served.

15 Gower Street, London, W.C. 1. T. LLOYD HUMBERSTONE.

EDUCATIONAL BOOKS FOR THE U.S.S.R.

SIR,—The Library of the People's Commissariat for Education of the R.S.F.S.R. (the largest Republic of the Soviet Union) has asked the Society for Cultural Relations to supply it with books on British educational organization, in order to make good to some extent the systematic destruction of libraries carried out by the German invaders during their temporary occupation of portions of the Republic.

We feel sure that those engaged in educational work in this country will welcome the opportunity to join in responding to this appeal, and thereby help to make British experience and a knowledge of British aims available to teachers and administrators in the Soviet Union, and to cement still further the bonds of friendship between our two great countries.

We ask you to send help either by presenting books or by sending money or book tokens. For those who wish to give books, a list can be supplied of the books especially needed. Cheques, &c., should be made payable to "S.C.R. Book Fund".

A uniform inscription, recording the name of the donor, will be placed inside each book given or purchased as a gift.

98 Gower Street, London, W.C. 1.

F. CLARKE,
SUSAN ISAACS,
V. DA S. PINTO,
G. M. TREVELYAN,
BEATRICE KING
(Chairman, Education Section, S.C.R.).

SCOTLAND

SCOTTISH AND ENGLISH EDUCATION: A COMPARISON

AT the recent Congress of the Educational Institute of Scotland the Secretary of State for Scotland took occasion in his address to make a vigorous reply to the critics of Scottish education and "to fire", as he put it, "a few shots into the Scots detractor group". Reference has recently been made in these columns to a somewhat noisy but inconsiderable minority of so-called Scottish educationists who constantly make derogatory comparisons between the English and Scottish systems, and who

(Continued on page 74)

Digitized by Google

LANTERN SLIDES
and
FILM STRIPS

on all subjects for Sale

Also LANTERN SLIDES for HIRE

Over 200,000 subjects

SLIDES AT REDUCED PRICES

A large number of slides slightly damaged by water for sale at low prices

NEWTON & CO. LTD.

(Established over 200 years)

Telephone: WELbeck 4131 (2 lines)

72 Wigmore Street
London, W. 1

Telegrams: "Newtobar Phone London"

Makers of Optical Lanterns
Epidiascopes, Projection Microscopes, etc.

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

The Reference Book of the Service of Youth in Britain

A compendium of detailed information

YOUTH ORGANISATIONS OF GREAT BRITAIN 1944-45

General Editor:

DOUGLAS COOKE, M.C., M.A.,

With a Foreword by

J. F. WOLFENDEN, C.B.E., M.A.,
Chairman, Youth Advisory Council

This Book is an attempt to make a comprehensive survey of the field of Youth work.

Its Contributors include the Duke of Norfolk, the Earl of Home, Lady Helen Graham, the Countess of Antrim, the Countess of Mayo, the Countess of Eldon, Viscount Astor, Viscount Bridgeman, Lord Aberdare, Lady Eleanor Keane, Lady Baden-Powell, Hon. Mrs. Alfred Lyttleton, Air Marshal Sir Leslie Gossage, Sir Percy Everett, Vice-Admiral J. G. P. Vivian, E. G. Savage, Mrs. Walter Elliot, Miss K. Curlett, Rev. H. G. G. Herklots, and many other Presidents, Chairmen and Chief Officers of Youth organizations.

Its Contents include—Youth Advisory Council—National Conference of Youth Service Officers—Standing Conference of National Voluntary Youth Organizations—Organizations represented on the Standing Conference—Youth Leaders' Associations—Pre-Service Organizations—National Association of Training Corps for Girls—Religious Youth Organizations—Political Youth Organizations—Other Organizations—Appendices—Books and Periodicals—Addresses.

8s. 6d. net

(by post 9s. 1d.)

JORDAN & SONS LIMITED

116 Chancery Lane, London, W.C. 2

Digitized by Google

deny to Scottish education the merits it continues to hold. Mr. Johnston's spirited defence did much to clear the air as well as to restore the balance, and incidentally he disclosed a number of interesting facts and figures that are worth recording.

Approximately two per thousand of the population in Scotland attend a university as compared with one per thousand in England. The actual number of full-time students, for the last year before the present war, attending universities in Scotland was 10,034, the corresponding figure for England and Wales being 39,968; but, as the population of the latter is at least eight times as great as the former, the Scottish enrolments exceed the English in the ratio of two to one. Moreover, of the Scottish students whose homes were in the United Kingdom, 65 per cent. began their education in the local-authority schools, while in England only 38 per cent. came from the public elementary schools. On the whole, the cost of obtaining a degree in Scotland is considerably less than in England, and, excepting the degrees of Oxford and Cambridge, there is nothing to show that they are of inferior value. In Edinburgh indeed the Medical School continues to be recognized as one of the finest in the world.

In the field of adult education, other than full-time university study, it is true that England, owing largely to the success of her three-year tutorial courses, has a better showing than Scotland in the number of long-term students, but the statistics of enrolments during the last pre-war year reveal that the Scottish entrants were, relatively to population, much more numerous, the figures being again almost twice as great as those for England.

Mr. Johnston recalled evidence given before the Advisory Council to show that in regard to equipment, staffing, and salaries the Scottish Training Colleges for Teachers were very much better than those in England, and that the courses of training were in general of longer duration. Teachers in the Scottish secondary schools were certificated to the extent of 100 per cent., whereas in England there was no requirement as to either certification or qualification, though, it is admitted, the standard is steadily rising. In the primary schools, 99·9 per cent. of the teachers were certificated, in England only 79 per cent., while in these schools 37 per cent. of the staff were graduates as compared with 7 per cent. in England.

Since 1918, secondary education has in Scotland been provided free for all pupils able to profit by it, whereas in England from 1933 until now all grant-aided secondary schools have been required to charge fees, running on an average to £12 per annum, and to provide a minimum of only 25 per cent. of "free places" carrying a partial or total remission of fees. Although, after April 1, 1945, tuition fees in all county schools will be abolished, there will remain a considerable number of Direct Grant schools which will probably continue to charge fees. Whatever the residue of fee-paying schools in England may be, Mr. Johnston hazarded the prophecy that five years from now the proportion of secondary schools grant-aided but still charging fees will be appreciably larger in England than in Scotland, and that therefore Scotland will continue to have the advantage over England in the provision of complete free secondary education without reference to any form of means test.

In the absence of conclusive evidence to show that there is any appreciable difference in the innate intellectual endowment as between Scottish and English children, it is of interest to note the comparative results of schooling upon the intelligence and capacity of the pupils. For this purpose the Secretary of State had arranged in the early part of last year with the Ministry of Aircraft Production to obtain from four factory managers who had considerable experience of production both in Scotland and England an opinion on the capacity and performance of the Scots workers in comparison with their opposite numbers over the Border. All the reports were decidedly in favour of the Scots workers, commending their intelligence and standard of education, one manager reporting that the average Scots were better, and that in one department the girls in four weeks had achieved a quality of output exceeding the English equivalent after three years. In confirmation the managing director of a large firm in England who inspects Sea Cadet units for the Admiralty reported that "he had been to over 400 towns in Scotland and England in his capacity of inspection officer for the Admiralty, and he could say with absolute sincerity that they had got far more talent in Scotland than they had ever heard about in England. Every Sea Cadet in Scotland showed it, and he could only assume that the educational system played a part in the development of the boys".

ADULT EDUCATION GRANTS

UNDER this title the Advisory Council on Education in Scotland has issued a Report which examines the general question of the conditions under which grants in aid of adult education should be made so that public money expended on this service may be applied to the best advantage. The remit is a narrow one and deliberately excludes consideration of many fundamental aspects of adult education—its paramount importance, its subjects and methods, its relation to the scheme of compulsory part-time education, and its potentialities in view of increased leisure in the post-war years. Even on its limited terms of reference the Report is valuable not only for its recommendations, but also for its concise and illuminating historical survey of the evolution of adult education in Scotland.

The Council recommend that the provision of adequate facilities for adult education should be the duty of the local education authority, to which body alone direct Government grant should be paid, in the form of a percentage grant upon approved net expenditure, to be ascertained by adding fifteen to 'the standard percentage' appropriate to the area. In regard to the travelling and personal expenses of lecturers and tutors, the rural and more remote areas have long been under a serious disadvantage as compared with the cities, and to secure the necessary equalization the Council recommend that all the approved expenditure in this respect of each education authority should be paid in full from the Education (Scotland) Fund.

The other main recommendations of the Report deal with the proposed administrative machinery, whereby Scotland would be divided into four regions, with a regional council for each based upon the university, and so constituted that due representation may be given to the education authorities in the region, the university, the central institutions, and other voluntary bodies, interested in adult education. While the functions of the regional councils would be mainly advisory, they should also be given certain executive powers in the direction of providing summer and week-end schools common to wider areas, and of supplying whole-time lecturers and tutors for remote areas, the necessary expenditure for both purposes to be met by the education authority, and to rank for

(Continued on page 76)

Digitized by Google

METHUEN & CO., LTD.

CONTRIBUTIONS TO MODERN EDUCATION

Edited by **Susan Isaacs**

The New Era in the Junior School
By E. B. Warr, 4s. net

The Children's Play Centre
By D. E. M. Gardner, M.A., 4s. net

Play in the Infants' School
By E. R. Boyce, 6s. net

The Human Problem in Schools:
A Psychological Study carried out on behalf of the Girls' Public Day School Trust
By Marion Milner, 9s. 6d. net

What do Boys and Girls Read?
By A. J. Jenkinson, 7s. 6d. net

The Cambridge Evacuation Survey
Edited by Susan Isaacs, 8s. 6d. net

Testing Results in the Infant School
By D. E. M. Gardner, M.A., 6s. 6d. net

The Boys' Grammar School
By H. Davies. 6s. net. *In preparation*

36 Essex Street, London, W.C. 2

OLIVER & BOYD

THE APPROACH TO LATIN
In Two Parts.
By JAMES PATERSON, M.A., and E. G. MACNAUGHTON, M.A.

A Course with all the freshness and appeal of the methods of the "new school" yet lacking none of the thoroughness of the traditional treatment of the subject.
"Nothing can keep this Course out of the modern school except prejudice and teaching anaemia."—*From a Head's Letter of Appreciation.*

First Part (Sixth Edition), Price 4/-
Second Part (Fourth Edition) Price 4/-

SEPTIMUS
A FIRST LATIN READER
By R. L. CHAMBERS, M.A., and K. D. ROBINSON, M.A.

This book is intended to be used during the first year of any Latin Course and might well be taken by a good Form at the end of the first term.

Third Edition. Cloth, Price 2/9

CAESARIANA
An Intermediate Latin Reader
By E. H. GODDARD, M.A., and JOHN COOK, M.A.
Third Edition. Price 2/9

ORBIS TERRARUM
A SENIOR LATIN READER
By E. H. GODDARD, M.A., and R. L. CHAMBERS, M.A.

Aims at providing for pupils preparing for Leaving Certificate and Matriculation Examinations a survey of Roman methods, policy, history, and ideals, upon which the teacher can build a very useful superstructure. With Notes, Vocabulary, Map, and numerous Illustrations.

Cloth boards, 3/-

LATIN PROSE COMPOSITION
By ERNEST I. DENOON, M.A., and WILLIAM A. BAXTER, M.A., B.A.

Junior Book Price 2/9
Senior Book (Third Edition). Price 3/9

Tweeddale Court Edinburgh **OLIVER & BOYD, LTD.** 98 Great Russell Street London, W.C. 1

Digitized by Google

grant. In order to develop adult education in the more sparsely populated parts of Scotland, the council hope that serious consideration will be given to the possibility of forming a fifth region with an additional regional council for the Northern Highlands and Islands. Over and above the regional councils there should be established a Scottish Adult Education Council, a small and influential body composed of representatives of the regional councils and other 'fit' persons, which would perform for Scotland as a whole much the same functions as the regional councils perform for the regions, and from time to time advise the Secretary of State upon the problems of adult education, administrative, financial, and educational, submitting to him annually a report upon its own work as well as on the activities of the regional councils.

EMPIRE AND FOREIGN NEWS

AN ARAB AGRICULTURAL SCHOOL

By MICHAEL BRENT

SOME twenty years ago, a wealthy Irakian Jewish business man, noted for his humanitarian policies, made over a vast sum of money to the Palestine Government for the development of agriculture in the Holy Land. His name was Sir Ellis Kadoore, and, although he has since died, his wishes have been respected, and carried out. In his memory, two agricultural schools were erected, one for Jews and one for Arabs, and both now play an important part in the progress of Palestinian farming and agriculture.

I recently visited the Arab Kadoore Agricultural School in Tulkarm, an Arab town some fifty kilos east of the port of Jaffa. The school building is most impressive. Built between 1928 and 1930, designed by British architects, it typifies the 'manor house' style, well known in England. One walks the length of a gravelled avenue, shaded on each side by tall firs. At the end is a clean, fresh-looking courtyard, and then the building itself—proud, austere, and beautiful, delightfully English in a foreign land. The house is surrounded by a colourful garden, separated from the courtyard by a diminutive, neatly trimmed hedge of 'thuya'. A lawn of fresh green grass—a pleasing rarity in Palestine—adds charm to the already pleasant scene, and everywhere is a sea of colour.

I was welcomed by Mr. Abram Ricaby, the principal. Educated at St. John's, Cambridge, from 1919 to 1921, Mr. Ricaby, who was born in the Lebanon, is the son of a former Governor-General of Syria. He has devoted his life to the furthering of agricultural interests in the Middle Eastern territories, and was in charge of the royal estates in Irak when he accepted his present responsibility in 1930. He was an intimate of Lawrence of Arabia, whom he met in Aleppo in 1913, and he describes Lawrence as "a small man who modestly introduced himself as an archaeologist".

Students are elected to the school by a Committee of Agriculture sitting in Jerusalem. It is composed of the Director of Agriculture, the Director of Education, the Principal of the School, and other members. The nominee is required to have reached a high standard of education, and is not usually accepted under the age of 17. In addition he must be completely physically fit, and have a working knowledge of physics, chemistry, and mathematics, with, naturally, a marked interest in botany, agriculture, and farming. The qualifications of all the teachers there are high. Each one possesses a university degree, two having graduated from the California and Kansas Universities in America, while the remaining three graduated from the American University in Beirut.

The student pays £24 yearly for his food, board, laundry, and tuition. Grants are made to deserving students whose families cannot meet the fees. The course at the school is of two years' duration. At the end of it, the student gains a diploma and begins his work, sometimes on his own land, or more often at a Governmental post. The school is built to accommodate seventy students, but the course is not easy, and, as there are inevitably the few failures, the school is rarely stronger than sixty.

The school farm has 150 acres of arable land, in which every type of farming is practised and taught. The school has a moderate stock of cattle, and its own dairy, which produces a small supply of butter and milk for local consumption.

Poultry are bred; fields are ploughed, and wheat, maize, and barley sown; orange trees and lemon trees grow in abundance. Horticulture, although a subject of interest to the students, is severely restricted by the nature of the soil. One of the main difficulties is finding suitable pastures for cattle-grazing, since, unlike our own land, Palestine is almost bereft of natural cattle fodder, and it is impossible to rear the type of beast for which England and the Channel Isles are famous.

The life is arduous for students and instructors alike. The day begins at 5.30 a.m. and rarely ends before 9 in the evening. Recreation is encouraged and the school possesses a very fine swimming-pool. There are three fortnightly holidays throughout the year, and in August the school breaks for its summer holiday. This time Mr. Ricaby will not return. He has accepted the position of Director-General of Economy in Syria, his native land.

SCHOOLS IN VICTORIOUS RUSSIA

By S. HENRY KAHN

WAR taxes education. Rapid evacuations and the call-up can hopelessly disorganize schools, and very often it takes months for some sort of order to be restored. When a country is overrun by a foreign army the situation is very much worse. Education, unfortunately, is relegated to a low place in the long list of immediate demands, and the children suffer.

In the first year of Russia's war chaos reigned in the schools. Those in the vicinity of operations ceased to exist. Those in threatened areas had to be removed. In any case the immediate demand was swift preparation for defence, and the children were expected to play their part along with the adults. But in the second and third years a great change was brought about. Education was again placed firmly on its feet, but the authorities also carefully examined the whole structure and began, in spite of difficulties, to improve the educational work. It was after the tide of war turned, however, that the most important improvements were made. Stalingrad meant as much to education as it did to the very soul of the Soviet Union.

In 1942–43 some 77,310 schools were open in the R.S.F.S.R. In 1943–44 the number had risen to 101,387, and in 1944–45 there will be 104,000 schools.

(Continued on page 78)

Digitized by Google

ODYSSEY OF THE BROADCAST PROGRAMME · No. 2

Pity the poor little semi-quaver on a night like this

Out from the lighted studio the wireless programme goes into the night. From then on, the conditions of its journey are incalculable. It may be ambushed by atmospherics or jammed by conflicting transmissions. What is left over arrives through the listener's loudspeaker—and it may not be much like what was sent out.

Here Rediffusion comes into the picture. Rediffusion has specially designed reception stations, manned by radio engineers, receiving the world's broadcasts. Rediffusion provides a direct-line link from the B.B.C. Studio to the home. In these ways it assures every programme safe conduct all the way and every listener an evening's enjoyment of the best entertainment on the air.

In areas wired for Rediffusion we can offer householders reception like this without worries or uncertainties. A wall switch within reach of the listener controls the whole thing so far as he is concerned. That and a loudspeaker are all the apparatus necessary in the home.

PRIVATE WIRE RECEPTION PROTECTS PROGRAMMES FROM ATMOSPHERICS

In all areas wired for Rediffusion the service is available for private housing, public buildings, schools, factories, hospitals, civic institutions and open spaces. Full information will be gladly given in response to enquiries addressed to the headquarters of Rediffusion at the address at the foot of this page.

REDIFFUSION

ISSUED BY BROADCAST RELAY SERVICE LTD., VICTORIA STATION HOUSE, VICTORIA ST., LONDON, S.W.I. TELEPHONE VICTORIA 8831

★

Digitized by Google

As each town was liberated, schools were opened; they were a first concern. Whereas in 1942 only 9,500,000 children in the R.S.F.S.R. attended school, this year the number has risen to 15,000,000. A compulsory minimum age for attendance has now been fixed at seven years of age. Every child in Russia at the age of seven must attend school. Finding teachers and text-books is not the simplest task for a country at war; but they are being found and the necessary funds and personnel are being set aside to assure adequate supply.

Even in 1942, when the German armies were swarming like locusts over the sorely tried country, and, when Hitler's thrust reached out to the Volga, the Government made it possible for children in industry to continue their secondary education if they so wished. In 1943 1,000 continuation schools were opened, providing education for 150,000 pupils. This year the number has risen to 315,000.

School work has also been drastically reorganized. Curricula have been planned to provide what the Russians call a more solid education and a higher standard. Real knowledge comes before showy results. Co-education is being dropped in the large cities, and boys and girls are now taught separately.

Moreover, the Government is paying the strictest attention to special institutions opened for the orphan children who are regarded as the very special care of the nation. Some 110 special homes with schools attached have been opened for these unfortunate children. By January of this year some 350,000 children, robbed of one or both of their parents, were comfortably settled in these homes.

Then there are the sick children, children who have suffered in mind and body, who have witnessed terrible scenes and been horribly afflicted by German brutality in occupied areas. For them the authorities have opened special schools. Sites have been chosen which give these unfortunate children the quiet and peace they need more than anything, and where horrifying memories can be erased effectively and rapidly. In 1943 some thirty-five such schools were opened and this year others were established providing comfort and education for over 10,000 children.

In Stabropol, Krasnodar, Ristov, Stalingrad, Voronezh, Orel, Kursk, Smolensk, Kalinin, Grozny, and other provinces, all familiar names to Britons, there were some 28,250 schools before the war. The greater part of them were utterly destroyed by the Fascists. By the end of 1943 some 22,945 schools had been rebuilt and reconstructed, and at this moment they are hard at work.

Russian schools also provide meals for the children. In 1943–44 breakfasts were provided in all schools, not only during term-time but also during the holidays. Special canteens were organized for the children of soldiers, and some 183,000 children were provided for. Office and factory canteens were called upon to provide children with two meals a day when the schools themselves were unable to do so.

Clothing was issued to the schools as well as boots and shoes. Some 48,000 hectares of land were given to the schools to permit them to grow their own food for their own consumption.

There is still much to be done, but, in spite of the difficulties with which the education authorities have had to grapple, they are progressing in their work with surprising speed.

EDUCATIONAL MEETINGS

CONFERENCE OF EDUCATIONAL ASSOCIATIONS

LONDON, JANUARY 3, 4, 5, 1945

MR. BUTLER'S address gave a lead to the *Conference of Educational Associations* by its insistence on the Government's intention to put the Education Act into effect at the earliest practicable moment. "Nothing is going to stop the Act being put into operation on April 1, 1945," he said. "In our plans for reconstruction we have set ourselves a great ideal—that education should play an essential part in moulding the future of our democracy." The nursery school was the basis of the first social training of the child, so long as it was not made a complete substitute for family life. Too hard and fast a line between the nursery school and the infant and primary school should be avoided; in the latter the children's character should be formed and the children themselves 'sorted' for appropriate departments in secondary education. In the secondary school any necessary readjustment of this 'sorting process' could be made. He strongly repudiated any statement that free secondary education for all meant a general lowering of standards, or that the aim of the Ministry was to debase the higher forms of secondary education. One of the true aims of education was to help "the last ship in the convoy to keep pace with the fastest" and to elevate the dullard to a fuller life and fuller leisure; at the same time we must be careful not to push back the best brains in a mass production of normal brains. The new Act aimed at retaining a variety of schools. No school, private or denominational, provided its methods were of the requisite standard, would be forced out of business. They had a unique contribution to make.

Mr. Butler stressed the value of classical education and hoped that the teaching of Latin would be continued wherever possible; it might be necessary, however, to ask the Governors of public schools no longer to require Latin as an essential qualification for entry where scholars from primary schools were concerned. Greek must have a place in the higher forms of some secondary schools.

Teachers of quality were necessary. The short-term solution of the shortage problem was the emergency training scheme, while the Ministry were dealing also with the long-term aspects. The scheme provided for the continuance of training after the teacher had started in the school, in addition to a year's emergency training. Applications for training had come from men and women of all kinds of experience. Buildings for three emergency colleges in the Midlands, South, and North, two for women, one for men, were to be adapted by April. We were the only nation in the world to start such social reform in the middle of a war. Long-term training of teachers was most important. The training in the existing training colleges must be lengthened. He attached importance to the sabbatical year and to exchange of teachers between different countries. He was consulting universities as to future relationship with the colleges; grants from the Ministry were to be made to the voluntary colleges to bring them up to date, and a more satisfactory system of grants designed to secure their adequate staffing. A unified educational profession was essential to a democracy

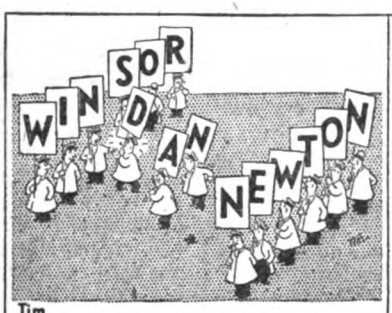
(*Continued on page* 80)

Digitized by Google

These well-known artists said
—with Winsor & Newton's materials—
'NO D IN WINSOR & NEWTON'

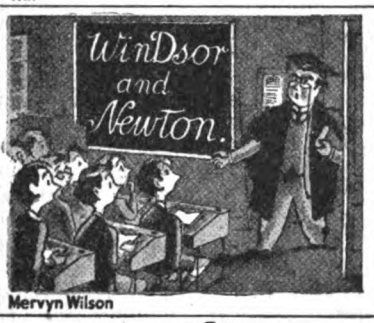
During the past twelve months, a number of famous humorous artists were invited to illustrate the theme "No D in Winsor & Newton". Others came forward later with ideas of their own. Nine of the drawings, which you have seen reproduced in Winsor & Newton advertisements, are shown here in miniature.

Winsor & Newton hope that this advertising has reminded you, in an entertaining way of the correct spelling of their name. The spelling though isn't so important as asking for the best artists' materials by name—and that name is, of course, "Win(d)sor & Newton's".



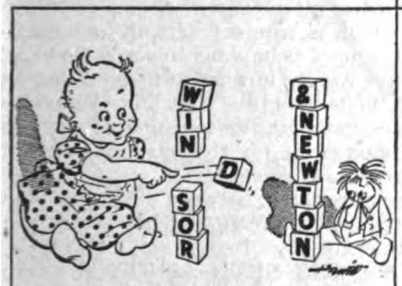
Tim

David Langdon



Mervyn Wilson

Eric Fraser

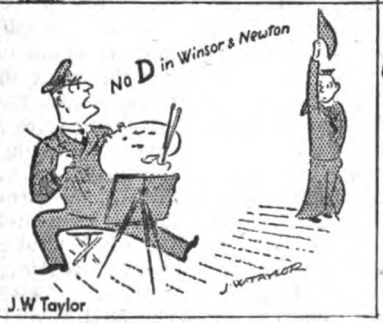


Hewitt

Parsons

A.R.Thomson A.R.A

Illingworth



J.W Taylor

WEALDSTONE, HARROW, MIDDLESEX
Winsor & Newton Inc., 31 Union Square West, New York, 3. Winsor & Newton (Pty) Ltd., 605 Wingello House, Sydney, N.S.W

Digitized by Google

which wanted to achieve a national self-fulfilment, and the teacher was the key to educational reform; there was no town or community where the teacher could not become a leader.

SIR GEORGE SCHUSTER, M.P., speaking on "The Setting of the Educational Problem", deprecated the belittling of short-range measures designed to meet a series of immediate practical problems which would see us on the fairway to progress, to teach techniques, and to help in the evolution of new patterns of society. A co-ordinated national effort was necessary; the problem was how to secure this effort without sacrificing scope for individual enterprise, sense of responsibility, or the spontaneous forces of society, and without creating a totalitarian State. There were national and international considerations. Better guidance was needed in national, not sectional, interests; the spirit of nationalism must not mar the development of an international outlook, but at the same time we must keep ourselves strong enough to talk as equals at the international council table.

The right handling of our economic policy was a necessary prerequisite to educational reform. There was no room for the idle rich or the idle poor, or for any misuse of our economic resources. Greater security of employment, better regulated production, and higher living standards must be ensured or the very order of society might be in jeopardy. He stressed the value of vocational training, and queried whether, in deciding on universal secondary education, we had sufficiently considered the need for a different approach to education for manual as well as academic tasks. More should be done to compel employers to make the first three or four years of employment educational. Regarding independent schools he considered that they and the responsibility of governing bodies should be preserved. Teachers equally must preserve their independence and not be segregated as "a race apart".

SIR FRED CLARKE, opening the discussion on "The Education Act in Operation", dealt with the supply of teachers, in the qualitative rather than the quantitative aspect. He deplored a tendency to transform the teacher into a technician or mere functionary. Most students could become effective operators, even brilliant expositors, but often had not the knack of handling children; the real teacher had a sense of mission, was "a fiduciary agent of society, an ambassador to the kingdom of childhood". Too sharp a distinction was still drawn between education and training.

We must learn to live in communities, resisting the growing habits of intolerance and the dehumanizing influence of modern life. We must develop a less insular outlook and respond to the Macedonian cry from other countries. Finally, restrictions on the freedom of teachers as citizens must be removed; professional unity must be attained; the basic scale was fundamental to the problem.

MR. H. S. MAGNAY discussed the extra school-year, which would affect some 85 per cent. of the school population. The public were not fully aware of its implications, and suitable propaganda in its favour should be intensified. It should be a time of exploration for teachers to discover the interests and skills of children, and for the latter to discover available and suitable openings in industry. He advocated a widespread scheme of visits to industries by children, and to schools by industrialists, augmented by centrally situated industrial exhibitions. Far better liaison should exist between juvenile employment bureaux, schools, industries, the churches, voluntary organizations, and the service of youth. Social workers might well be trained and employed by local education authorities to help teachers in the proper association of the children's interests.

Surveying "The New Prospect in Education" in primary schools, MR. ALBERT SMITH regarded the new Act as the greatest educational revolution since 1880. Now the special place examination, which had dominated the primary school curriculum, was doomed. School records would instead become increasingly important. Health and happiness of mind and body were prime considerations. Smaller classes were essential. Suitable and adequate buildings and a constant supply of trained teachers must be available for nursery and infant schools. Junior schools must provide for the gradual change from infant-school methods. The time-table should be flexible and allow for varied group activities. There must be co-operation between the school and the home.

MR. G. R. BRANFORD regarded the new scheme for secondary education as supplying real equality of opportunity. General cultural education should be available for the first two years in grammar, technical, and modern schools. Class distinctions would be avoided. The school would be made to fit the child, not the child the school. A strong lead by the Ministry would be needed. April 1, 1945, would see the rebirth of the English educational system.

In view of the strong case in favour of independent schools, it was unfortunate that MR. E. H. PARTRIDGE should so have overstated it as to detract from many of his arguments. In a diatribe against encroachments on liberty by bureaucratic interference, he condemned the projected State provision of education. . . . "The Fleming Committee have made the wrong approach. If they were satisfied with the value of our work it was for them to recommend the means by which the State could increase the freedom of parents who wanted independent education for children who have given clear proof of ability to profit by it by removing disability to pay, and leave schools free to strive in decent humility and breadth of vision after that synthesis of knowledge and faith which is true scholarship and manifests itself in patterns of behaviour towards God and humanity . . . not wholly unworthy to be called an art of life." It is lamentable that Mr. Partridge should seem to suggest that the teaching of such an art of life is impracticable for the vast majority of children who enter State schools.

Claims for relationship between Britain and America—"Partners in a World Order"—were put forward independently by PROFESSOR ARTHUR NEWELL and MR. KENNETH LINDSAY. "In almost every branch of educational endeavour, our two countries stand in need of sharing each other's mental and spiritual processes" urged Mr. Lindsay, and he made tangible and constructive suggestions for the creation of "a focus for the many educational associations, voluntary, professional, and non-governmental which together could constitute a voice speaking for education . . . with suitable housing, library, and conference rooms". He advocated "the formation of an *ad hoc* committee to meet and welcome delegations from the United States and Canada", and said that support from the Government Departments concerned was assured.

In his "Assessment of Health in Childhood", DR. NORMAN CAPON emphasized the need for considering the human being as a whole—body, mind and spirit; health involved soundness of body, vigour, mental poise, and a dynamic force with

(*Continued on page 82*)

Digitized by Google

A PROGRESSIVE ENGLISH COURSE

(THIRD COURSE)

by

LANCELOT OLIPHANT, B.A. Hons. (Lond.)

Based on the Reform Method advocated by the Board's Report on the Teaching of English. Each lesson contains a carefully selected prose extract or poem which is made the centre of study. Most of the exercises are based upon this extract and are framed in a way likely to be most helpful and stimulating in the writing, speaking and appreciation of good English. Exercises are divided into sections: (a) The passage for reading and study; (b) A special subject for class instruction; (c) Exercises in the use of reference books; (d) Exercises in written English; (e) Exercises in spoken English; (f) Exercises in appreciation of literature; (g) Exercises in thinking.

Each book contains a year's work, divided into three sections, one for each term.

Book I	204 pages	3s. 0d.
Book II	243 pages	3s. 6d.
Book III	259 pages	3s. 6d.
Book IV	324 pages	4s. 0d.

Detailed prospectus of the above Course on application.

Ask for prospectuses also of THE REVISED MATRICULATION ENGLISH COURSE (4s.), JUNIOR ENGLISH COMPOSITION (4s.), ENGLISH EXERCISES for JUNIOR FORMS (2s.)

GREGG

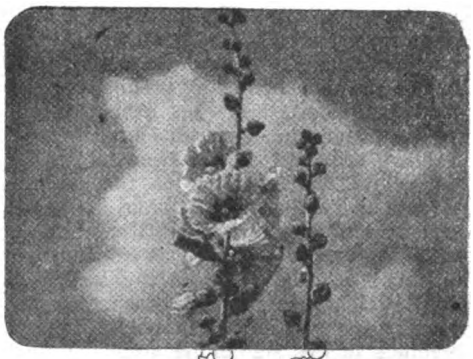
PUBLISHING COMPANY LTD.

51 RUSSELL SQUARE, LONDON W.C.1

DRYAD HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1



The average child, who finds it rather difficult to think of Uncle George as 'homo sapiens,' is never really happy about technical terms or abstractions. That is why the documentary film, which 'short-circuits' descriptions and animates diagrams, is spontaneously remembered instead of being merely memorised. It brings life and movement to such 'dry' subjects as health, food, social and domestic science, housing and the problems of democracy. Admirable films on these and similar subjects are available, free to approved borrowers, from the Gas Industry.

● **Visit the KITCHEN PLANNING EXHIBITION, Dorland Hall, Lower Regent Street, London, S.W.1, February 6th to March 3rd. Daily 10 a.m. to 5 p.m. (6 p.m. Thursdays). Admission free.**

Full details from your local Gas Undertaking, or post this coupon.

CUT OUT THIS COUPON AND POST IT TO:

The Secretary, British Commercial Gas Association, 1 Grosvenor Place, London, S.W.1. Please send, without obligation, particulars of your Documentary Films and booking form.

NAME.....

ADDRESS.....

F8

Digitized by Google

qualities of its own. Temperament, constitution, and environment all affected health, and our assessment must be a historical one. Heredity, the health and diet of the mother during pregnancy, as well as diet from babyhood, and the formation of good and regular habits must be considered. Normal nervous stability required a safe, peaceful, and comfortable home and the stimulus of the good example of parents and associates. A child needed the constant assurance of affection and justice, and opportunities for self-expression, as well as freedom from infection and disease. In assessing the health of a normal child, height and weight, colour, texture of skin, muscles, bones and teeth, poise in movement, and keenness of eye should be noted. Collaboration by teachers in collecting data would be an invaluable aid. Frequent inspections with proper equipment over a long period of time were wholly advisable.

PROFESSOR OLIVE WHEELER considered that the provision of milk and meals, medical supervision and treatment, and facilities for physical training, imposed by the new Act, constituted an official acceptance of the importance of the physical aspect of development and clearly demonstrated "The Changing Conception of Physical Education". She stressed the social, moral, intellectual, and aesthetic aspects of physical education; the methods of the future must give scope for initiative and creativeness as well as fellowship and co-operation. Physical-training specialists must avoid a policy of isolation and must play their full part in the task of teachers to effect controls of knowledge and power.

"The object of Christian teaching is to produce Christians. How best can we train our teachers?" CANON F. A. COCKIN gave practical suggestions for improving the capacity of the non-clerical teacher to give the sound religious grounding which must be at the root of any educational schemes. If teachers nowadays were often almost apologetic, or ashamed of introducing religion into their lessons, something was radically wrong with the profession. A materialistic temper prevailed in many homes in this country; people vaguely believed Christianity to be "a good thing" and left it at that. If the teacher also kept a strict religious neutrality, his teaching on religion was nebulous. The moral health and integrity of the whole nation were eventually affected by non-committal teaching on matters of principle.

Tribute was due to the Institute of Christian Education for the facilities given to teachers to improve their capacity for Christian teaching. The refresher courses and steady consultative work of the Institute were of incalculable value; but this supplied only part of the need. Religious teaching must start in the home; there it was the business of parents and clergy, so that the teacher could later continue it. Training colleges could assist in more advanced teaching. Christian philosophy should be a normal subject in the universities which should provide theological facilities for those wishing to become specialists in religious teaching. The many factions in the Church were responsible for the failure to provide students with any clear presentation of Christian thought.

BRONWEN LLOYD-WILLIAMS.

TOWARDS AN ORDERED FREEDOM

Impressions of the Conference of the Association of Assistant Mistresses

IN a recent broadcast, Bertrand Russell said that the chief problem of democracy to-day was to ensure for the individual citizen the maximum of personal liberty that was compatible with the necessary degree of central control.

It is interesting to recall that a consciousness of the need for achieving this difficult balance between the claims of the individual and of the community, or, to extend the principle a little, between the claims of smaller and of larger units of the community, pervaded many discussions at various educational conferences held during the first week of 1945. It was certainly the consideration that directed the conclusions of *The Association of Assistant Mistresses* on such matters as the new salary scales, the training of teachers, the integration of the curriculum, the framing of school records, and, perhaps most thorny problem of all, the federation of teachers' associations. It inspired the sincere welcome given to the proposal for a basic salary scale, and the approval expressed of Scheme A in the McNair Report for the establishment of University Schools of Education "as a better method of integrating the Teaching Service than Scheme B"; at the same time it dictated the resolution "that any scheme for unity in the teaching profession can best be achieved by a federation of separately organized units with special responsibilities", as well as the support given to the Executive in its efforts to secure better salary allowances for the graduate teacher.

For minorities have their functions and their responsibilities. If it is true that the greater the freedom a well-organized State can allow to the individual citizen the fuller will be the citizen's contribution to the welfare of the State, so, too, a unified profession will find its usefulness and its dignity by no means impaired, but greatly enhanced, by its recognition of the claims of minority sections.

In the discussion of educational questions, it was noteworthy that, though the Association has always supported the idea of the multilateral school, and, therefore, by implication, of the fairly large school, yet its main preoccupation was the need of the individual child. It is important to distinguish between the misfortune of being an overlooked unit of a large class and the fact—possibly the privilege—of being a member of a large school. Given adequate staffing —on which all depends—and intelligent grouping of the children, there seems, as others have said, no good reason why the pupil of the new L.C.C. schools should receive less individual care than the scholar of Eton. One session of the A.A.M. Conference was given to a discussion on the "Integration of the Curriculum", and in a stimulating address the President, Miss M. Clutton, defined 'integration' as a harmony achieved between what the child is and what he learns. She urged the value of school record cards as helpful instruments towards the assessment of children's aptitudes and of their needs, and demanded that in framing time-tables we must seek a new principle of balance, based, not on the claim of subjects, but on the interests of the children.

To one who can look back over many years of educational conferences, few changes seem more fundamental than the complete swing of interest away from examinations, with all their regimentation, towards an experimentalism concerned only with the adaptation of teaching methods to the needs of the developing personality of the child. Above all, it is clear that the modern teacher has discarded all academic conceptions of "the average child" and of a routine suited to this nonentity. To the A.A.M., certainly, the function of central control is to provide the environment and the opportunity for the full flowering of the individual personality.

(*Continued on page 84*) H. D. PEARSON.

Digitized by Google

CLIFTON COLLEGE

ENTRANCE SCHOLARSHIPS, 1945

Candidates must be under 14 on June 1, 1945. Boys who are already in the School may compete. The examination will be held at candidates' Preparatory Schools on Monday, Tuesday, Wednesday, June 4, 5 and 6.

The following Scholarships and Exhibitions will be awarded on the results of the examination:

(1) About sixteen Scholarships of the value of £100, £80, £60, £40 a year.

(2) Exhibitions of £25 a year.

(3) One Scholarship for Music of the value of £70 a year, with free tuition in music.

(4) The G. A. Prince Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(5) One Old Cliftonian Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(6) The Edgar Gollin Scholarship of the value of £25 a year with a preference for the son of an old Cliftonian.

(7) One Preparatory School Scholarship of the value of £25 a year for a member of the Preparatory School between the ages of 13 and 14, or a boy under 14 in the Upper School who was formerly a member of the Preparatory School.

N.B.—Day boys will receive two-fifths of the value of Scholarships and Exhibitions to which they are elected, with a minimum of £25 a year.

Full particulars may be obtained from The Secretary, Clifton College, Bristol, 8.

UNIVERSITY OF EDINBURGH

The Academic Year begins about the middle of October and ends early in July.

The University embraces **Six Faculties, viz.: Arts, Science, Divinity, Law, Medicine and Surgery,** and **Music,** in all of which degrees are conferred. There are many different avenues to the Degree of M.A. (Honours and Ordinary) and the wide scope of the Arts Curriculum permits of the combination of Arts, Science, Medical, Law or Special Studies. **The higher Degrees** of **D.Litt., D.Sc.** and **Ph.D.,** are conferred and also the Degrees of **Bachelor of Education (B.Ed.)** and **Bachelor of Commerce (B.Com.). Diplomas** in **Education,** in **Actuarial Mathematics,** in **Social Study,** and in **English Language** are granted. Degrees in Science (B.Sc. and D.Sc.) may be taken in **Pure Science, Engineering, Agriculture, Veterinary Science, Forestry, Mining,** and in **Technical Chemistry.** There are also **Diplomas** in **Technical Chemistry** and in **Agriculture.** The Degree of Bachelor of Divinity (B.D.) is conferred and also the **Degrees** of **Bachelor of Law (LL.B.)** and **Bachelor of Law (B.L.),** and a **Diploma** in **Administrative Law and Practice.** In Medicine ample facilities are afforded for Clinical Instruction in various Hospitals in the City, and the following degrees are conferred: **Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.),** and **Master of Surgery (Ch.M.).** The following **Diplomas** are conferred in the **Faculty of Medicine: Diploma** in **Tropical Medicine and Hygiene,** in **Public Health,** in **Psychiatry,** in **Radiology,** and in **Tropical Veterinary Medicine.** Apart from Radiology, however, the courses for these Diplomas are at present in abeyance. In the **Faculty of Music** the Degrees of Mus. Bac. and Mus. Doc. are conferred.

The University Staff consists of 64 Professors, over 150 Readers and Lecturers, and 120 Assistants and Demonstrators. Facilities are afforded for research in scientific and other subjects.

Further information regarding Matriculation, Scholarships, etc., may be obtained from the Secretary.

W. A. FLEMING, *Secretary to the University.*

BUSINESS ENTERPRISE AFTER THE WAR

Small and medium-sized businesses in all branches of industry and trade must have every opportunity of contributing, by their enterprise and initiative, towards the nation's economic well-being after the war. They must be given full support in developing British trade at home or in overseas markets.

Changes due to war conditions call for a far-sighted policy concerning the financial aid they may need. This Bank, through its branch managers, will therefore be prepared to consider enquiries from promising undertakings, whether old or new, conducted under good management. It will base its consideration of each proposal as much upon the prospective borrower's integrity and business capacity as upon his material resources.

MIDLAND BANK
LIMITED

Digitized by Google

THE annual meetings of *The Incorporated Association of Assistant Masters* were held at the Conway Hall, London, on January 2, 3, and 4. The subject of the proposed Burnham Scales overshadowed all others, and it was fully discussed at a private session. The secretary, Mr. A. W. S. Hutchings, made a statement in which he said that he hoped the Ministry of Education would consider carefully Sir Arnold McNair's view that, if the proposed scales were put into operation, the present secondary schools might be handicapped in competing for their staffs with independent schools, which would be free from the restrictions of the new scales. He expressed the view that the scale of £300–£525 would make a successful appeal to non-graduate teachers, but, if the secondary schools were to be adequately staffed, a higher platform must be erected from which to appeal to graduates and those of equivalent qualifications.

The Council called for :

"(i) A substantial increase in the 'graduate addition' payable to all graduate teachers irrespective of the type of school in which service is given ;

" (ii) A mandatory scheme of additional payments in respect of high academic attainments, service of exceptional value, and special responsibility, directly related to the nature of the work and the age of the pupils ;

" (iii) The abolition of the requirement that the 'graduate addition' should be merged in such payments."

In his address as retiring chairman, Mr. A. H. Baker, speaking as one who had spent most of his teaching career in a small country grammar school, stressed the contribution made by such schools through their old pupils and staff to the corporate life of the small towns they serve. In an amusing forecast of the multilateral school of 1980 he suggested that it would have 3,000 pupils with 'umpteen' sides and streams ; its buildings would dwarf the countryside ; pupils would arrive at its private aerodrome by communal transport planes ; and from an eyrie in its central tower the supreme headmaster would be able to tune in by television and telephony to any class-room.

Speaking of the return of teachers from the armed forces, Mr. Baker said that we should be willing to give them homes before we got new schools. He praised the freemasonry of the forces, and advocated two or three years' national service as a *sine qua non* of the recognition of a man as a qualified teacher.

Sir Richard Livingstone's address at the annual general meeting on " A Task for Education " was very much enjoyed, as was also his able handling of the questions passed up to him afterwards.

THE revival of the annual London Conference of *The Geographical Association* met with very encouraging and enthusiastic support. Over 250 members attended and they showed almost exuberant eagerness in discussing the problems of education in general, and geography teaching in particular.

The Conference was opened by a very fine lecture by Sir Walter Layton on " Post-war Europe ", in which he showed a keen appreciation of the geographer's viewpoint. He was able to modify Sir Halford Mackinder's original thesis in *Democratic Ideas and Reality* in the light of recent developments, but, nevertheless, showed that the geographer's view of the world as man co-operating with man for the best use of the opportunities offered by nature should be the guiding principle in the future federation of European States. Mr. Raymond Bush, from East Malling Research Station, gave an expert account of how the spring frosts that affect British fruit growers are due not only to climatic conditions, but also to the conditions of relief and natural vegetation cover. He showed, too, how useful local observations and survey can be in the study of climate. Professor Zaborski, of the Polish Ministry of Information, gave a full account of the human geography of Poland.

On Thursday, January 4, Brig. R. A. Bagnold, F.R.S., gave what was probably the finest account of sand dune formation in Libya that has been given to any meeting in Britain. He showed an entirely new map made by himself of sand dunes in N.E. Africa, which illustrated particularly well the importance of prevailing winds. His expert knowledge of the 8th Army, during the Libyan campaign, was particularly interesting.

But perhaps the most noteworthy point was the enthusiasm and wealth of ideas shown at the two afternoon discussions on the teaching of geography. Very real advances have been made in recent years in our knowledge of how to " get geography across ". Although large-scale maps, pictures, films and radio still play a major part in training our future citizens to " imagine accurately " the conditions under which the various peoples of the globe live, it was quite clear that there were many other ways of bringing essential reality and interest into the geography lesson. The subject seemed to be most definitely alive.

In the discussions on the future for geography in primary schools, a keen appreciation of the more modern ideas was shown. In particular, it was realized that actual study of the locality of the school by outdoor visits should provide one of the fundamental activities around which the life of the junior school should develop. The problem of the secondary schools naturally attracted the largest audience, but the problems of school buildings and supply of staff are likely to limit the developments of any one subject in these schools for some time.

Perhaps the most encouraging feature of all was the unanimity of view on the content and purpose of university geography. Professor Austin Miller, of Reading, claimed that the core of university geography should be the study of *regions* with special reference to the significance of the physical and natural environment in human life and work. Geographers have obviously moved a long way from the ancient deterministic thesis and from the physiographic bias. *Human regional geography* is claimed as a central theme, with physical, economic, and historical geography as branches reaching out to other subject disciplines.

A THREE-DAY conference was held in London at the City Literary Institute, from December 28 to 30, organized by *The Conference on Democratic Reconstruction of Education* and *The English New Education Fellowship*, to discuss the new secondary school. The subject was considered in lecture and discussion from the administrative, psychological, and social points of view, and in comparison with the multilateral schemes of the U.S.S.R. and Canada. The Conference Chairman was Mr. E. W Woodhead, County Education Officer for Kent.

Mr. G. J. Cons, of Goldsmiths' College, spoke of the necessity for a sociological approach to educational experiment, for basing education on the direct experiences of the child in his own environment, so that the school, instead of stressing only the individual academic needs of the child, would become a link

(Continued on page 86)

Digitized by Google

Members of upper forms should have access to *The Listener* at school. They will like its crispness and excellent illustrations. It will widen their view of the world.

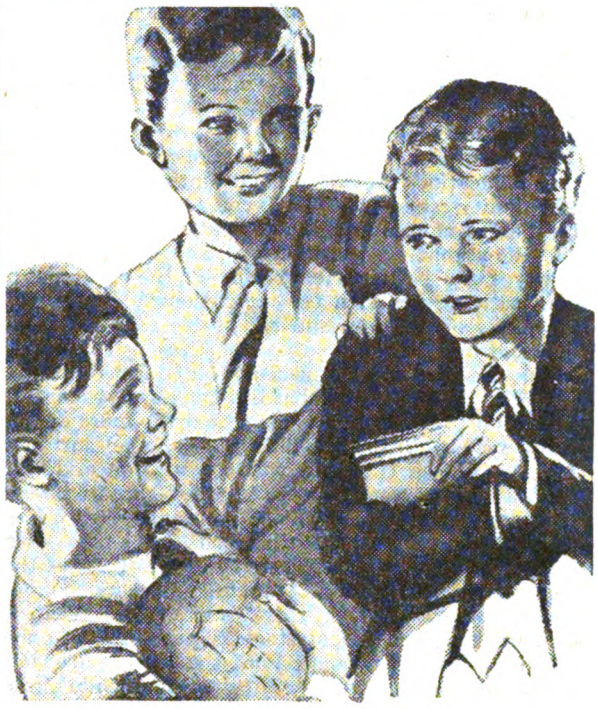
The Listener

PUBLISHED BY THE BBC

prints each week the best of the broadcast talks.

Every Thursday 3d.

A Problem that Teachers have to face



The CHILD who does not join in GAMES

THE timid child who stands aside when healthy fun is afoot—who shuns games—whose shyness and self-consciousness submerge all initiative in school-work—presents a difficult problem. But it is often found that the trouble is almost entirely due to faulty nutrition.

Tests conducted among hundreds of school-children have demonstrated the value of 'Ovaltine' in such cases. When 'Ovaltine' supplemented the daily dietary, the improvement in energy, vitality and nervous poise was most marked.

Similar results have been noted in many schools where 'Ovaltine' is added to the mid-morning milk. 'Ovaltine' has special properties which, when added to milk, make the milk deliciously palatable, digestible and more nourishing.

'Ovaltine' is, in itself, a complete form of nourishment, scientifically prepared from Nature's finest foods. It contains, in a concentrated, correctly balanced and easily digestible form, the nutritive elements required for building up body, brain and nerves.

OVALTINE

Builds up Nerves, Brain and Body

Prices in Great Britain and Northern Ireland, **2/4** *and* **4/-**

P73A

Digitized by Google

between the needs of the individual and the community. He suggested that the multilateral school would be best fitted to combine the Hellenic values of individual truth and beauty with the new democratic values of social justice and equality, and, with its work firmly based on local culture, would train first for local and thence for national and world citizenship, and provide a true social initiation into the adult community.

Mr. D. Jordan, of Goldsmiths' College, emphasized that education must be child-centred as well as community-centred. The new secondary school must assist not only the intellectual development, but also the psychological, emotional, and social development of the child. He underlined the need for a diagnostic period with the revolutionary changes in technique of teaching and time-table reorganization it would bring.

Miss Deana Levin, a specialist on education in the U.S.S.R., and Miss Uprichard, a Canadian student of education in this country, compared the more democratic systems in the U.S.S.R. and in some Canadian States. In the U.S.S.R., where education and cultural activities were budgeted for together and were regarded as part of the whole Communist way of life, the child was expected not only to develop his own talents, but also to contribute to the progress of the community. School and community were much more closely linked than in this country, and doctors, club-workers, and parents took an active part in the school. Miss Levin pointed out that music, art, and drama were an integral part of the Soviet child's life.

Miss Uprichard described how, in the United States and Canada, " project " or " activity " work was gaining in popularity and replacing the " subject " time-table in a number of schools. She mentioned the high regard paid to technical education in, for example, Saskatchewan, and showed how the custom of doing industrial or agricultural work in after-school hours and holidays gave valuable contact between students or pupils and the community.

Mr. H. Raymond King, Headmaster of Wandsworth Secondary School, then detailed various schemes for organizing multilateral schools, in particular a plan for several " branch " schools, analogous to the colleges of a university, each self-determined, but linked together for social and cultural purposes, and governed by a central council of the headmasters or headmistresses concerned, the heads of study departments, and with or without an administrative official of the local education authority. Such a system would give great educational range, eliminate social stratification, and give a genuine training for democratic citizenship.

Mr. A. H. T. Glover, Headmaster of the Sheffield Junior School of Art, expressed the hope that the new administrative structure would be accompanied by a rethinking and replanning of the whole content of education ; it should set us thinking in terms of educational environment rather than instruction. It would give opportunities for experiment with a new type of time-table, making much greater use of visual and concrete teaching methods and of " project " work. By such means the school would nourish every type of capacity and give each child the opportunity for real success in the field of his own abilities.

Mr. Woodhead, in summing up, welcomed the multilateral scheme with its greater possibilities for experiment in method, content, and grouping. His final words were addressed to the teaching profession. Administrators, he said, could only give opportunity ; it was for the teachers to use it.

(Copies of the full report, 3d. each, from E. N. E. F., 74 Earlham Road, Norwich.)

DURING the Christmas vacation, *The National Union of Students* organized two national conferences, one for arts students and one for education students.

The Education Students' Conference was held at Manchester University on January 3 and 4. The subject of the conference was the implementation of the Education Act, and, in particular, the part which teachers in training had to play in this. Mr. Evan Jones, Headmaster of the School, East Kirkby, Lincs., began with a talk on " Curriculum ", with particular reference to the three types of post-primary school. He emphasized the need for good buildings and equipment as a basis for work, and the need for training in citizenship which a good school could give both by its way of life and through the different subjects taught. Dr. Jenkins, lecturer in Mathematics and Psychology at the University of London Institute of Education, talked on " Educational Research ". He impressed the students by telling how little was being done directly concerned with the country's needs, particularly in the question of selection for post-primary education, *i.e.* of choosing the right type of school for children at the age of 11. The administrative aspect was dealt with by Sir Percy Meadon, Director of Education for Lancashire. His view was that this was the least important part of the Education Act, once the job of bringing together teacher and pupil had been achieved. He gave a masterly sketch of the growth of centralization in this country, which has been slow, because of our national genius for local government. All three speakers stressed the need for a " Common Core " curriculum between 11 and 13, to enable transfers of children to take place between the three types of school proposed in the Act.

The Conference of Arts Students was held in London on January 6 and 7, concerned with the Employment of Arts Graduates. Miss Kermode, of the Reading Appointments Committee, opened the conference by giving a survey of the employment open to arts graduates. The keynote of her talk was that the question which the arts graduate was compelled to answer was not " What shall I do ? " but " What can I do ? " She stressed that satisfaction in the job undertaken was essential to good work and well-being. She indicated that the arts graduate had an important part to play in the government of the country and that his qualities were eminently suitable for administrative positions in the Civil Service. The second speaker, Mr. S. H. Wood, Secretary of the McNair Committee on the Training and Supply of Teachers, spoke on the types of educational work open to arts graduates. He emphasized that the Act could not be fully carried out unless the number of teachers required are recruited. He went on to stress the need for improving the conditions in the teaching profession. The grammar, technical, and modern schools are to be equal in educational esteem. Not only were Arts graduates required in these schools, but also in the newly formed County Colleges, where they could do much towards fostering the spirit of the humanities, and in the nursery schools. Miss Smalley, of St. Hilda's College, Oxford, and Mr. D. Dudley, Director of Extra-Mural Studies, Birmingham University, led the discussion on whether the Arts Course was purely vocational. Mr. Dudley said that the Arts were indispensable to society and that a new order of educated persons was necessary, so that a new cultural focus might be obtained. Miss Smalley dealt with the five major benefits derived from the Arts course :—the ability of self-expression, method and technique, the evaluation of evidence, training for action, and training for leisure.

Digitized by Google

A CONFERENCE on "The Rural Community at Home and Abroad" was held at Selly Oak, Birmingham, from January 2 to 5.

Rev. Canon Otter (Notts., Rural Commission of British Council of Churches), opening the Conference with a paper on "Rural Life", stressed the existence of certain fundamental qualities in the character of men and women whose lives rooted in the soil possess something of the natural rhythm of the earth and its seasons. Mr. W. N. Day (Isle of Ely, War Agriculture Committee) emphasized the importance of the integrating influence of the Christian faith in any efforts to raise the mental and physical standards of the rural community.

"Agriculture's stake in Rural Life in West Africa" was the subject of papers submitted to the Conference by Mr. L. Uzodike and Mr. F. C. Nwokedi (Nigeria). The place of the schools in acting as diffusion centres of new methods of agriculture was placed before the Conference and a special plea was made that the missions, whose pioneering work in other directions has gained the confidence of the people, should now give a vigorous lead by providing agricultural missionaries in addition to pastoral, medical, and educational workers.

Mr. John Friend (Headmaster, De Aston School, Lincolnshire) described the work carried on at the De Aston School. The needs for adequate health and social services and the strength of Christian witness in helping the rural community forward were emphasized. Rev. F. Crabb (Southern Sudan) gave the Conference an impression of the disintegrative effects of the clash of culture taking place in Africa at the present time and pressed the urgency of the problem as a Christian challenge. Dr. R. Young (India and Ethiopia) pointed to the importance of co-operation between health, education, and agriculture services. A good garden is essential if the lessons of nutritional and medical research are to have more than a text-book value to the pupil in the school. Dr. H. G. Anderson (lately Professor of Medicine, Chengtu University), in a paper on "Social Hygiene and Preventive Medicine", showed the dependence of the health of society on a wholeness of approach.

Mr. L. J. Lewis (Colonial Department, Institute of Education, London) reviewed our past economy of waste with its production of Dust Bowl conditions in the U.S.A., industrial and agricultural collapse of the Tennessee Valley, erosion problems in East and South Africa, southern creep of the Sahara in West Africa, deforestation and the upset of the delicate balance of climate and environment, wasteful destruction of land in Britain by carelessness of the consequences of indiscriminate dumping of industrial waste on the land and ribbon building, and the sociological effects of this wastage.

The final address to the Conference by the Rev. H. D. Hooper (C.M.S., Africa) on the present challenge of a Christian rural civilization at home and abroad, was followed by a discussion which led to definite conclusions on the importance of a unity of approach to rural problems, the need for consistent leadership, a co-ordination of the activities of the various elements concerned with rural welfare in Britain and overseas, and the specific responsibility of the Christian society in giving a lead in rural development. The Conference asked the organizers to seek ways and means of making the needs of rural communities more widely recognized and better served and to promote training courses for those

(*Continued on page* 88)

UNIVERSITY CORRESPONDENCE COLLEGE

Founder: WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.SC.
Principal: CECIL BRIGGS, M.A., M.C.
Vice-Principal: ARNOLD SAXELBYE, M.A. CAMB., B.A. LOND.
Arts Director: G. IS. COCKLE, M.A. OXON.
Science Director: GEORGE WALKER, PH.D. CAMB., M.SC. SYD.

LONDON UNIV. DEGREES

UNIVERSITY CORRESPONDENCE COLLEGE, founded 1887, prepares students for Matriculation, or the Special University Entrance Exam. open to those over 23 years of age (18 if in H.M. Forces), and the Intermediate and Degree Exams. in Arts, Science, Economics, Commerce, Engineering, Laws, etc. The College, which has always had a staff of highly qualified resident tutors, is an Educational Trust, not conducted primarily as a profit-making concern. Low fees; instalments. Free re-preparation in event of failure. Over 13,000 U.C.C. students passed London University examinations during the years 1930-1943.

★

PROSPECTUS

of U.C.C. Courses for London University Examinations may be obtained post free from the Registrar,

14 BURLINGTON HOUSE, CAMBRIDGE

Your "after-the-war" dream . . .

. . . is centred round the home. You look eagerly forward to the family reunion . . . war duties ended . . . Dad finished with night-shifts . . . a much-travelled lad back home for good.

Yours will be the responsibility of looking after the family's health. Wartime experience has shown you the value of 'Milk of Magnesia', so you won't forget to keep this always in the medicine cabinet as a stand-by against minor upsets of the system.

'MILK OF MAGNESIA'

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia

Digitized by Google

whose occupations both at home and overseas will bring them into close contact with countrymen and women.

The addresses and discussions were supplemented by a visit to Avoncroft College, where an attempt is being made to work out for English conditions the principles embodied in the Scandinavian Folk High Schools.

PERSONAL NOTES

NEW YEAR HONOURS.—We are glad to see service to education acknowledged in the following awards: *O.M.*: A. N. Whitehead, Sc.D., F.R.S., Emeritus Professor of Philosophy, Harvard University. *K.B.*: L. P. Abercrombie, Professor of Town Planning, London University; J. Chadwick, Professor of Physics, Liverpool University, for services to the Department of Scientific and Industrial Research; E. H. Minns, Emeritus Professor of Archaeology and President of Pembroke College, Cambridge; J. F. Rees, Principal of the University College of South Wales and Monmouthshire, Cardiff, Vice-Chancellor of the University of Wales; E. T. Whittaker, Professor of Mathematics, Edinburgh University, lately President of the Royal Society of Edinburgh. *C.B.* (Order of the Bath): W. C. Cleary, Principal Assistant Secretary, Ministry of Education; J. W. Parker, Second Secretary, Scottish Education Department. *C.B.E.* (Order of the British Empire): A. L. Binns, Director of Education, West Riding; A. C. Dawes, Legal Adviser, Ministry of Education; W. McG. Eagar, Secretary-General, National Institute for the Blind; G. E. Haynes, General Secretary, National Council of Social Service; Major J. Keith, Chairman, Board of Governors, N. Scotland College of Agriculture; J. R. Learmonth, Professor of Surgery, Edinburgh University; R. C. T. Mair, Director of Education, Lanarkshire. O.B.E.s or M.B.E.s have been awarded to a number of heads of elementary, technical, and secondary schools, and to certain other people for their educational work in the Services.

TOPICS AND EVENTS

Higher Appointments. — The Report of the Hankey Committee on Higher Appointments, set up last year, has now been published (Cmd. 6576, H.M.S.O., 1s.), and the Minister of Labour and National Service has announced his plans for assisting the resettlement of men and women in what are known as "higher appointments"—that is, posts which call for administrative, supervisory, managerial, professional, or technical qualifications or capacity. Mr. A. Gunn, a principal assistant secretary of the Ministry of Labour, has been made Director of Appointments, and will be at the head of the organization which will have offices in London, Reading, Bristol, Cambridge, Birmingham, Nottingham, Manchester, Liverpool, Leeds, Newcastle, Edinburgh, Glasgow, and Cardiff.

The Ministry has already established a Careers Research Section of the Appointments Department. It has collected information as to professions and callings, and another committee under Lord Hankey's chairmanship has taken evidence on the prospects in different careers. The results of these inquiries will be recorded in a comprehensive handbook, and a series of booklets will deal with individual careers. These will be made easily available to men in the Forces. Advisory committees on architecture, public utilities, chemistry, civil engineering, electrical engineering, mechanical engineering, and scientific research have agreed to advise the Appointments Department on all matters concerning the professional appointments to be dealt with nationally. Sir Frank Lindley, C.B., lately Comptroller-General of the Patent Office, and Dr. W. Wardlaw, Professor of Physical Chemistry at the University of London, have been appointed scientific advisers to the Appointments Department. This Department will work in close co-operation with university boards, and the Ministry of Labour will welcome the co-operation also of industry and commerce in a co-ordinated effort to ensure the best use of specialized knowledge and ability. The Committee recommends that special steps should be taken, including the setting up of an advisory committee, to enable appointments offices to give advice and assistance on oversea employment. An Inter-Service Advisory Committee has been set up, and a number of ex-officers have been appointed to fill senior posts in the Appointments offices. Contact will be made with every large employer in all branches of industry and commerce in which suitable employment is likely to be available, and it is hoped to build up a complete "register of opportunities of employment" which will be open to young ex-Service men and women whose qualifications are potential and latent rather than documented. Facilities for part-time training will be made available to those who, while in employment, seek to advance in their careers. Steps are also being taken to set up a Committee of influential business men to recommend a curriculum for a short course of training in business administration and salesmanship.

Advisory Bureau for Research.—In view of the need referred to frequently in all sections of the press for first-class engineers, technicians, and scientists able to occupy the highest posts in industry, the Advisory Bureau for Research has formed a department to encourage advanced study and specialization. It is intended to advise as to (1) the values of specialization; (2) problems requiring attention; (3) sources of information; (4) means of co-ordinating this advanced matter either as a thesis for a university higher degree, as a published treatise, or as a technical paper to the professional institutions or press, and to render any other assistance necessary to help in the advanced study of any subject. The Advisory Bureau for Research intends also to compile a Roll of Specialists from those persons who have published authoritative treatises and papers. This Roll will be placed at the disposal of manufacturers, consultants, engineers, scientists, and technicians requiring specialized opinions, assistance, or advice on any particular subject. The Advisory Bureau for Research has obtained the assistance of eminent engineers, scientists, and technicians, and will publish policy reports outlining

Digitized by Google

the various aspects of specialization and research in such a way that advanced study of some kind can be carried out by most people with ambition, independent of their previous education or present occupation. These policy reports are of a confidential nature and obtainable only from the Bureau itself. Further details are obtainable from the Director of Studies, 70 Victoria Street, London, S.W. 1.

Educational Broadcasts. — The Annual Programme of B.B.C. Broadcasts to Schools, issued by the Central and Scottish Councils for School Broadcasting, gives a short note on the aims and content of each series of broadcasts for the school year 1944-1945. The programme includes for the spring term, 1945, a Geography Series on "Recent Developments in America", travel talks on India and her Neighbours, East Africa, Iran, Afghanistan, Tibet, and Burma; four History series on "Great Stories from the Past", "Britain and her Neighbours", "The Changing World", and "How Things Began"; four music series; a series on Citizenship under the title, "If You Were a Child in the U.S.A."; and three Science series (Nature Study, the Practice and Science of Gardening, and General Science). Throughout the spring term Professor Karl Mannheim will talk to sixth forms on "What is Sociology?" Talks for Scotland include a series entitled "In our Parish".

The talks for the spring term, prepared with the needs of discussion groups in mind, deal with "Europe and Ourselves". They are broadcast on Mondays at 7.30 p.m. A pamphlet entitled *Europe and Ourselves*, by J. Hampden Jackson (price 6d.), has been issued by the B.B.C. in connexion with this series. "To Start You Talking" (Thursdays, 8.10 to 8.30 p.m.), a series designed for young people between the ages of 15 and 18, will continue. They will deal with personal and social problems.

Visual Aids in Schools.—Under the title of *School Design*, the British Film Institute has issued as a pamphlet (1s.) a series of suggestions to ensure adequate facilities for the use of visual aids in schools. It points out that the development of visual aids in education necessitates consideration of not only the provision of conditions in which static exhibition material may conveniently be displayed, but also the adequate provision of electric points in all class-rooms and common-rooms, the need for good acoustics and for the provision of a viewing room and store. The pamphlet contains some suggested designs for the adaption of school halls and class-rooms for the projection of films. As far as the latter is concerned, a new lay-out is suggested whereby movable blackboards are combined with a recess in which a film projector can be focused on a mirror, and thus to a translucent screen, in order to give daylight projection with the apparatus wholly under the teacher's immediate control.

The pamphlet states that the scale of the provision of equipment should ideally include arrangements for the adequate projection of sound and silent film and lantern slides in the school hall, a battery of easily portable projectors both still and cine for the class-rooms, and in other rooms exhibition panels to which charts can be fixed, a daylight screen, electric points, and convenient supports for projectors and radio speakers. The Institute believes that local authorities should make central arrangements for servicing equipment and an adequate allocation for film hire, unless supplies are made available through a local or regional library system. The capital cost, it is reckoned, for a school of 450 to 550 would be only of the order of

(*Continued on page 90*)

By MARY E. PHILLIPS & LUCY E. COX

BIOLOGY

A FIRST BOOK OF BIOLOGY

A simply-written introduction to the subject for the 11–14 year-olds. Dealing almost entirely with living things, the treatment is seasonal, as this appears the most natural and attractive way of beginning the study of the living world.
New edition, 3/9

A SECOND BOOK OF BIOLOGY

This is designed as a connecting book between *A First Book of Biology* and *Elementary Biology* and deals, firstly, with the World of Living Things and, secondly, with the Interdependence of Living Things and of the way in which they affect, and are affected by, their environment. Cloth boards, 4/9

ELEMENTARY BIOLOGY

Written to meet the needs of Matriculation students, as well as for those schools in which Biology is studied as a purely cultural subject. Equal stress is laid upon the morphological and physiological aspects. Fifth edition with Appendix, 7/6

THE TEACHING OF BIOLOGY

This book gives the teacher a psychological foundation for his work. It is in three sections: Value and Aims of Biological Teaching; General Methods of Teaching; Plans of Work for all Ages. 4/6 net

By C. VON WYSS

BIOLOGICAL DRAWINGS

First Series: **Animal Studies.** Second Series: **Botanical Studies.** For individual, practical work and general visual instruction. Two series of twelve cards, each 13 in. by 9 in.

Each series of twelve drawings in portfolio, 6/9
Separate drawings, 6d. each

UNIVERSITY OF LONDON PRESS LTD.

MALHAM HOUSE BICKLEY, KENT

Digitized by Google

double the yearly allocation for books and material now made by a progressive authority, and a generous allocation for hire and servicing would be of the order of one-tenth of the book and materials allowance normally given by local authorities.

Film Appreciation.—The British Film Institute has published a new pamphlet entitled *The Elements of Film Criticism* (price 2s. 6d.). It is not every one who can assess the value of the films he sees. This pamphlet recognizes that good criticism is dependent upon a background of knowledge and experience, and emphasizes the importance of inducing an active rather than a passive attitude towards the films shown in the public cinema. Experience shows that the best way to tackle the matter is to divide it into a number of aspects, *viz.* the story, direction and photography, editing, acting, music, and sound. In practice it will be found almost impossible to consider one aspect without another, but in the early stages some division is indispensable. The pamphlet is a helpful one. Appendices contain notes on how to start a film discussion group, a list of books on the subject, and some interesting reprints from the Institute's periodical, *Sight and Sound.*

American Books in British Libraries.—The National Central Library is now reaching the conclusion of its work in connexion with a scheme for the supply of a greater number of American books to British public libraries. This scheme, the object of which was the promotion of a better understanding between the American and British peoples, was organized on behalf of the Ministry of Information. It has been under the direction of a Committee consisting of representatives of the Ministry of Information, the Carnegie United Kingdom Trust (which took responsibility for overhead expenses), the National Central Library, the Publishers' Association, and the Associated Booksellers of Great Britain and Ireland. One of the major problems with which the Committee were faced was the compilation of a list of suitable books. They were convinced that such a list could be compiled only by experts in the United States, and an approach was accordingly made to the American Library Association, who compiled a list of books which, in their opinion, could best be used to interpret the United States to the British people. In the main the type of book selected was that which would give a picture of America and the American people as they are to-day. It included a selection of suitable fiction and children's books. Special facilities were granted by the Board of Trade for the import of books in the list, and, as a result, public libraries throughout the British Isles have been able to buy many thousands of books which, under war conditions, would have been unobtainable in this country. There is evidence that full advantage has been taken by the public of this important means of increasing, or in many cases beginning, their knowledge of the everyday life of their Allies in the United States.

Kent.—A memorandum on educational policy submitted by the Education Committee has been adopted by the County Council as a general statement of the principles which should be followed in developing the education service in Kent. The memorandum is a long one, so we select for notice here some of the remarks made on primary education: "It is vital that, under the new education system, there should not be any tendency to repeat the old inequality between elementary and 'higher' schools in the relation between the new primary and secondary schools. It is not only a question of purely material standards—buildings and amenities—but of staffing standards, qualitative as well as quantitative. The work of the primary school has value and purpose in itself, in addition to its being the first stage in the continuous process of education. Its aim is to enable children to gain experience and basic social, religious, and creative aesthetic training. . . . Another important task of the primary school will be to keep records of the development of each pupil, without which there can be no satisfactory selection at the secondary stage to accord with the child's abilities and aptitudes."

New Ideas in Education.—New ideas in education are to be discussed in a series of six lectures to be held at Morley College on Thursday evenings during February and March, beginning on February 1. The course is planned not only for teachers, but also for parents and the ordinary citizen interested in educational problems. It will cover such subjects as the content of education, the importance of the early years, new educational media, the problem of examinations, and the place of education in a democratic community. The majority of the lectures will be given by Mr. J. A. Lauwerys. The course fee is 7s. Full particulars can be obtained from the Secretary, Morley College, 61 Westminster Bridge Road, S.E. 1.

Newtown School, Waterford.—We have received a very interesting booklet giving a detailed account, with many good photographic illustrations, of the work and general activities of this Quaker School, which was founded in 1798 and can look back on a distinguished record.

Ministry of Education Publications.—

Circulars:

No. 18 includes a further report of the Advisory Committee on Emergency Recruitment and Training of Teachers which was appointed by the Minister of Education. The report embodies recommendations as to the methods and standards to be adopted for the selection of candidates for admission to training under this scheme, and it has been accepted by the Minister.

This scheme provides for an intensive course of twelve months' training. Successful candidates will then be recognized as qualified teachers, but they will have to serve a probationary period of two years, during which they will have a course of part-time study. Tuition will be free, and students will be eligible for an adequate maintenance allowance. The amount of grant will vary according to a student's existing obligations and financial resources. The needs of married students will receive special consideration. The courses will be open to men and women released from the forces or from other forms of national service. Candidates should normally be between the ages of 21 and 35. Applications can be considered now only from candidates released from the forces on medical grounds; from women in some form of national service; and from men similarly placed who are in Medical Grades III or IV, or who are over the call-up age for military service. Further information about candidates in other categories will be announced later. Candidates in these categories should apply now to the Ministry of Education, 23 Belgrave Square, S.W. 1, for a form of admission, marking the envelope RE (training).

Suitable applicants will be interviewed, and will be informed as soon as possible if they can be accepted. They will then be admitted to training, if not required for essential war-work. Colleges will be opened soon for students able to begin their training in the near future.

This scheme does not apply to uncertificated

(*Continued on page* 92)

Digitized by Google

ARNOLD
LEEDS

Six Songs

EDWARD ALLAM M.A. B.Mus.

Edward Allam is a composer with a very individual and arresting style. Believing that the time is long overdue when children should have some acquaintance with the musical idioms of their own day, he has here made brilliant and original settings of six poems by Walter de la Mare. The songs are characterized by highly attractive rhythms and a genuine feeling for the varying moods of the poems. The composer has succeeded in capturing the intensely personal atmosphere with which Walter de la Mare has imbued each poem, and sealing it in music which is both dignified and whimsical. 2/6 net.

THE
Baritone-Bass Song Book

CYRIL WINN

The need for a song book written entirely in the bass clef has been emphasized by a number of authoritative musicians and educationists, and we here present one, confident that it will fulfil that need. The author requires no introduction, and the collection of well-known songs for young men and boys with changing voices which he has compiled and arranged will assuredly make a wide appeal. Adult male choirs desiring a book of good three-part arrangements will here find the book they have been looking for. 1/-

E. J. ARNOLD & SON LTD. LEEDS 10

NEWTOWN

A book about
NEWTOWN SCHOOL with
34 Leica pictures
will be sent
to anyone interested
in the education of
boys and girls on
receipt of a card to

Newtown School
WATERFORD

A Valuable Concentrated
Vitamin Food

ALL those who have the care of children will appreciate the advantages of "Vimaltol" for building up weight, increasing strength, and fortifying resistance.

"Vimaltol" is a concentrated and economical vitamin food with a delicious orange flavour which children love. The vitamins are supplied from specially prepared malt extract and yeast which is one of the richest natural sources of vitamin B, together with Halibut Liver Oil fortified with additional vitamins.

"Vimaltol" is thus an important aid in preventing the many abnormal conditions resulting from the deficiency of one or more of the essential vitamins in the average everyday dietary.

Teachers and school authorities can do much to maintain the health of children in their charge by acquainting parents of the valuable properties of "Vimaltol." Its regular use will provide a safeguard against deficiency diseases and raise the general resistance against infection.

VIMALTOL

The Delicious Body-building Restorative, Protective and Vitamin Food for Infants, Children and Adults.

In two sizes: 3/- and 5/6

Digitized by Google

teachers unless they have been engaged in some other form of national service during the war. An announcement will be made about adaptations of the emergency scheme for training teachers of technical subjects. Admission will not be restricted to candidates who have already passed an examination such as the School Certificate Examination, but others will be considered if their records as a whole furnish evidence of suitability, *e.g.* continued education, work as a leader or instructor in the forces or in civil life. Such candidates will be asked to write an essay as a test in the use of English before they are interviewed. Interviewing boards will ascertain if a candidate is suitable by temperament, personality, and intellectual capacity for the course.

No. 19 accompanies *Circular* 178/44 from the Ministry of Health announcing arrangements which are being made for the return to their homes of evacuated persons, including school children, whose homes are in the areas listed in an appendix to the Circular.

No. 20 on Community Centres is referred to on page 54.

No. 21 points out that the School Meals Service will require to be more than doubled, and that on the average schools will require canteen provision for some 75 per cent of the numbers in daily attendance, if the Government's intention to make the service part of their proposals for family allowances is to be implemented. The utmost expedition will be necessary if the requisite extension of the Service is to be attained. Progress in 1944 has fallen short of the estimates based on experience of previous years. When the paramount need of repair to damaged houses has been met, the School Meals Service will receive priority equal to that of housing with regard to the supply of building labour and materials in order to facilitate a high rate of progress. Authorities are therefore urged to prepare and submit their further proposals without delay. The Circular reviews a number of points which affect the planning of proposals.

Administrative Memoranda :

No. 17 refers to the urgent need for strict economy by local authorities, colleges, and schools in the use of fuel. To help in achieving this economy the Ministry of Fuel and Power has organized a free advisory service, and authorities are urged to take advantage of this service. A schedule attached to the memorandum gives the names and addresses of the Secretaries of Regional Fuel Efficiency Committees.

No. 18 gives details of the following six courses for Youth Service Leaders and Organizers contemplated by the Ministry for 1945 : (i) Music, Drama, and Dance at Hatfield Modern School, near Doncaster, from April 3–10 ; (ii) Crafts at Brighton Art School, April 10–20 ; (iii) " Living in the Countryside " at The Brand, Woodhouse Eaves, Leicestershire, May 29–June 9 ; (iv) Principles of the Youth Service at St. Peter's Hall, Oxford, July 10–20 ; (v) for men and women in Wales at the Grand Hotel, Borth, July 16–27 ; (vi) Practical Activities at the Training College, Darlington, September 4–14.

No. 19 explains the position of grant-aided grammar schools after April 1, 1945, under the Education Act, 1944. Draft Primary and Secondary School Regulations and a Circular dealing with the Direct Grant School system are being issued by the Minister.

No. 20 refers to a sound film entitled " New Builders ", produced by the Ministry of Information for the Building Apprenticeship and Training Council. It is not an instructional film, but has been designed rather to interest young boys and their parents in pre-employment education for building and the building crafts leading to apprenticeship in a building trade. The film is available in both 35 mm. and 16 mm., and runs for twenty minutes. Organizations which have their own sound projectors should apply for the free loan of the film to the Central Film Library, Imperial Institute, London, S.W. 7 (those in the South-West Civil Defence Region to the Film Library, Dartington Hall, Totnes, Devon). Organizations wishing to arrange for the film to be shown on the Ministry of Information Mobile Projector Unit should apply to the Film Officer at the appropriate Regional Office of the Ministry of Information. A list of these officers is appended to the memorandum.

No. 21 refers to proposals made by the National Joint Industrial Council for the Motor Vehicle Retail and Repairing Trade for a training scheme for apprentices, including arrangements for technical education and for certification on a national basis. The Ministry of Education will issue certificates to all who pass the approved examinations. The City and Guilds of London Institute are adjusting their syllabuses in Motor Vehicle Mechanics and, when finally agreed, these will form the basis of the courses. Colleges and schools will be at liberty to use their own examinations or those of the Regional Examining Unions.

NEW BOOKS

YOUTH AND EDUCATIONAL CHANGE

By E. W. WOODHEAD, County Education Officer for Kent

THERE is taking place a redefinition of Youth Service in relation to new educational developments. The public more readily regards this work as being in the field of education and realizes more fully the handicap of strained resources and inadequate leadership. New relationships will arise owing to more complete secondary education, improved further education, including county colleges, and the development of facilities for recreation and social and physical training.

The present position is set out in *Youth Organizations of Great Britain*,[1] edited by Mr. D. E. Cooke, whose introduction gives an admirable survey of the above factors. This book is the most comprehensive review of the whole field of youth work which has yet appeared. It is more than a work of reference, though as such it is excellent. It is a mine of information supplied by each youth organization and by other bodies working with young people, and will be essential to all who wish to know the achievements, the difficulties, and the possibilities of youth work as it stands and as it may be developed in relation to the new educational system.

Although one of the main impressions is one of overlapping, with many bodies whose limitations in premises and leadership must make impossible the fulfilment of their professed aims, there are other features of note. Among these are the unifying factor of the Standing Conference, the new relationship to statutory bodies so ably set out in surveys of St. Pancras, East Suffolk, and Southampton, the evidence of the interest in oyuth shown by many

Digitized by Google

distinguished citizens, and the growth of a body of trained leaders. Moreover, the grouping of the information indicates the variety of activitywhich the voluntary principle ensures in the spheres of religion, politics, pre-service training, and in co-operation with adult associations specializing in interests ranging from physical recreation to drama and citizenship.

No one should continue to share in this work as leader or as lay or professional administrator without having this book at hand as a reminder of the flowery crop of endeavour which, though it may need pruning, demands even more the sunshine and support of public favour. It is to be hoped that there will be a demand for this book to be published annually.

Miss Edward-Rees[2] invites our attention to difficult aspects of youth service in the most stimulating book on rural work since Burton's *Education of the Countryman*. She shows the growing co-operation between voluntary bodies and the local education authority, the need for which is established more formally by Mr. Cooke's work. We feel we are considering the needs of real persons in real communities, and the assessment of these varied needs is cleverly undertaken. In each type of village and township are shown the possibilities of leadership—voluntary and paid—of premises, and of varied activity.

The problems of war-time changes, of small numbers, of competing agencies are not neglected. Throughout the book, and particularly in dealing with young farmers' clubs and county colleges, there is a clear conception of this service as part of further education. The idea of the community centre as a more local entity than the village college is set out in an interesting concluding chapter. There are useful appendices affording hints, addresses, and lists of books.

A Guide to Youth Leadership[3] attempts an analysis of the qualities desirable in a leader, and offers in popular language practical suggestions for attaining them.

A book by Sid Hedges[4] provides carefully selected material for use in worship, in closing the club session, and in marking special occasions. The themes chosen are such as to appeal to adolescents, and will prove useful to those sincerely anxious to introduce religion into the life of youth clubs and to all who wish to set before their members examples of sound conduct.

Reckoning with Youth[5] is a thoroughly practical handbook based upon experience in dealing with the management, programme, and activities of a variety of clubs. Included are suggestions on music, camping, citizenship-surveys, religion, and personal problems. The bibliography is equally practical. Club leaders will find this book a useful guide.

These contributions indicate that much thought is being given to the aims, premises, activities, and personnel of youth work, and there is clearly a strong desire for improved standards and closer co-operation.

[1] **Youth Organizations of Great Britain, 1944–1945.** Edited by D. COOKE. (8s. 6d. net. Jordan.)

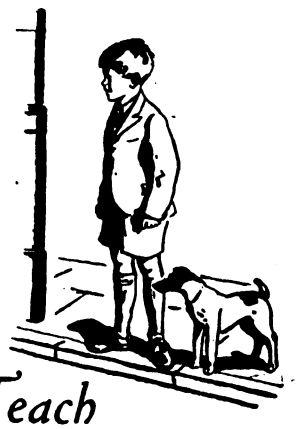
[2] **A Rural Youth Service: Suggestions for Youth Work in the Countryside.** By DÉSIRÉE EDWARDS-REES. (3s. 6d. net. Religious Education Press.)

[3] **A Guide to Youth Leadership.** By C. R. HUMPHRIES and J. HUTCHESON. (1s. 3d. net. University of London Press.)

[4] **Youth Club Epilogues.** By S. G. HEDGES. (4s. 6d. net. Methuen.)

[5] **Reckoning with Youth:** a Practical Handbook for Youth Leaders and all who have the Interest of Youth at heart and are striving for and with it. By ANNE ARMSON and S. TURNBULL. (6s. net. Allen & Unwin.)

(*Continued on page 94*)



Teach children

KERB DRILL

See that they always do it and set a good example by doing it yourself.

1. *At the kerb* **HALT**
2. **EYES RIGHT**
3. **EYES LEFT**

then if the road is clear

4. **QUICK MARCH**

Don't rush

Cross in an orderly manner

3

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS', 13 Victoria Street, HUDDERSFIELD

GARDENING CLOGS for SCHOOL CHILDREN

BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON

WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

THE SELECTION OF CHILDREN FOR SECONDARY EDUCATION

By C. BIRCHENOUGH, M.A., Chief Inspector of Education, Kent Education Committee

WITH the raising of the school leaving age no more urgent problem faces education authorities than the guidance and selection of children for varied forms of secondary education. Vain are the hopes that there is an easy way to the solution of this problem or that some infallible instrument may one day be devised for this purpose. Any such hopes are based on an entirely false view of man and of human personality. A solution can come only through a fuller knowledge of individual children as persons, of their activities and interests, their capabilities and attainments, their temperamental make-up, their physical condition and their home circumstances. The garnering and recording of essential information of this sort presupposes among other things informed, watchful, sensitive, and understanding teachers, and much wisdom and ingenuity in those responsible for determining the content and the form of the records. With this must go improvement in the means of assessing attainments, mental ability, and individual characteristics generally, and a far greater understanding of the principles which are basic to all work of this sort.

The inquirer who turns for suggestion and guidance on these matters to the recently published report of a sub-committee of the Essex Authority, *The Selection of Children for Secondary Education**, may be disappointed. The title is misleading. In the words of the report "the terms 'secondary school' and 'secondary education' refer, as a rule, to the grammar school", though the committee have been "bound to project" themselves "continuously into the future". The report has value as a record of the procedure of the Essex Authority in administering the general qualifying examination for admission to grammar schools and of the general attitude of teachers towards it; but no lay committee can hope to steer its way successfully through these very partially charted seas. It lacks the wisdom and experience to recognize bogies for what they are, to ignore the siren voices, and to assess the real difficulties and deal with them.

This particular sub-committee was originally set up in 1941 to consider what modifications, if any, were desirable in selecting, in accordance with the 100 per cent. special arrangements which came into being in 1933, some 2,800 children a year out of the total 11-year age group of 22,000 for the thirty-nine county, secondary, and grammar schools and the two technical high schools for which the Essex Authority is responsible. The investigation depended largely on the answers supplied by schools to two questionaries and on the evidence of some thirteen representative heads of schools. A good deal of conflicting opinion was collected regarding the value of pupils' records and teachers' reports, and of intelligence and attainment tests and general examinations. The Committee came to the conclusion that all was well with the system of selection and with the setting and administration of the admission examination. They suggested, however, two improvements—the keeping of the teacher's report on the child separate from the parent's application form and an increase in the number of examination centres. For the rest they sought to combat the wastage in secondary schools due to pupils leaving without completing the course by increasing maintenance allowances, and they suggested that the solution to misfits and transference may be found in the institution of multilateral schools. There is no evidence that the committee was fully aware of the careful and laborious research which has been undertaken over a number of years in the field of their inquiry, that answers already exist to a number of their questions, and that the general lines which such inquiries must follow if they are to be fruitful have already been partially laid down.

* Report of a Sub-Committee on the Selection of Children for Secondary Education (Essex Education Committee, County Offices, Chelmsford.)

ENGLISH: "PLAY WAY" OR ACADEMIC?

By R. C. CHURCHILL

SCHOOLMASTERS have been among the least publicized of mankind. They may have done good by stealth, but have seldom had the opportunity of blushing to find it fame. There was, of course, the famous and only half-fictitious Mr. Chips, based, I believe, upon a real live Classics master at Leys School, Cambridge. And now (to make two exceptions to prove the rule) we are given by Messrs. Nelson an excellent study[1] of the brilliant and unorthodox English teacher, Caldwell Cook, who practised just over the way, as it were, at the Perse School.

Cook, who died in 1937, was by way of being a pioneer in the teaching of English as a 'live' subject, and his biographer, an old pupil, now Senior English master at Ackworth, claims justly that "several of the recommendations in the Spens Report are for just those methods that Caldwell Cook had advocated so long before". Mr. Beacock has the wisdom to add that "the ordinary teacher in the normal school can with profit strike a happy mean between Caldwell Cook's approach and the usual type of formal English teaching". I call this wisdom because not all of Cook's enthusiasms are shared by those who, like myself, confess their general debt to him. I instance Mummery and the excessive practice of verse-writing. But there is no doubt that the 'play' method advocated by this inspiring teacher and (who can doubt?) most lovable man solves to a great extent the problem of co-operation between master and pupil. His very enthusiasm must have been infectious.

We may feel, as we read (with the author's permission) between the lines of this book, that in clumsier hands than Caldwell Cook's the experiment would have been a failure. There is no doubt a certain type of master whose enthusiasm would get the better of his judgment, and who would seek to erect another lot of balderdash in place of the one swept away. But that fear was allayed in Cook's case, for there is keen intelligence as well as high idealism in the portrait that acts as a frontispiece to this book—a book which is a worthy tribute to his memory.

Mr. Bayliss's little anthology[2] is one that Cook would have delighted in. The poems in this *Invitation* are intended for children aged between 10 and 14, so there are rightly many nonsense verses and patriotic ballads. I was glad to see that Mr. Bayliss has not turned his back upon contemporary work: we have here one of the 'catty' nonsensicals of Mr. T. S. Eliot and a fine ballad by W. B. Yeats. It is about time that school anthologists realized that Yeats wrote other poems besides *Innisfree*, and the *Ballad of Father Gi'ligan* is only one out of a score or so of Yeats's work which are eminently suitable for children. There is this advantage, too, that Yeats (like Shakespeare) is a poet none of us will ever "live

Digitized by Google

up to " as it were, whereas there is a definite age limit set to our appreciation of Campbell, Moore, and Longfellow.

School Certificate English[3] and *The Literary Way*[4] similarly try very hard to instil a *growing* interest in literature, by dint of tactfully phrased inducements to step a little higher. The authors cover roughly the same ground, and they steer a profitable but perhaps a trifle ponderous way between the methods of co-operation and the academic duty of the School Certificate course. I had the feeling that Messrs. Bayliss and Peat were struggling gallantly against the academic wind, with perhaps a faint gleam from Caldwell Cook's ' light '-house to encourage them to persevere with the heavier cargoes they had on board.

There is no need to recommend Mair's little classic,[5] beyond saying that the new edition has been revised and brought up to date by Mr. A. C. Ward. It remains highly readable, though some of the judgments, acceptable enough in 1911, are bound to be questioned by those fifth and sixth form pupils who have come across the works of contemporary literary critics such as Mr. Eliot. The statement, for example, that Ben Jonson's " importance is mostly historical " was based apparently on the ' humour ' plays alone ; those top-of-the-school pupils who were lucky enough to see Mr. Donald Wolfit in *Volpone* will hardly subscribe to this view. Still, for general purposes, this little book has not been bettered.

[1] **Play Way English for To-day : the Methods and Influence of H. Caldwell Cook.** By D. A. BEACOCK. (8s. 6d. net. Nelson.)

[2] **Invitation to Verse : an Anthology.** Selected by A. E. M. BAYLISS. (2s. 6d. Harrap.)

[3] **School Certificate English.** By A. E. M. BAYLISS. New Edition, Revised. (3s. 6d. Harrap.)

[4] **The Literary Way : an English Course for Upper Forms.** By R. C. PEAT. (4s. 6d. Macmillan.)

[5] **English Literature : Modern, 1500–1939.** By G. H. MAIR. Epilogue, 1914–1939. By A. C. WARD. (Home University Library.) (3s. 6d. net. Oxford University Press.)

A PHILOSOPHER'S NOTEBOOKS

By "E. K. S."

THIS volume* contains an exact transcription of the two notebooks in which Berkeley set down his private comments on the system of philosophy which he was gradually evolving. In his preface Professor Luce maintains that the value of the notebooks fully justifies an *editio diplomatica*. Apart from the increasing deterioration in the condition of the manuscript and the doctrinal importance of the matter included in them, they are of great personal interest, since they show the writer's thought to the instructed reader as a living and growing thing.

" I wonder not at my sagacity in discovering the obvious tho' amazing truth,
I rather wonder at my stupid inadvertency in not finding it out before."

The volume of 485 pages contains in addition to the type-facsimile text a specimen page of the manuscript, an introduction setting forth new conclusions as to date, structure, and purpose, and editorial notes making clear the significance of the entries. The edition is limited to 400 numbered copies. Two of the quotations will give readers some idea of the contents of the volume. Page 116 contains the following notes :

" Mathematiçians have some of them good parts, the more is the pity. Had they not been Mathematicians they had been good for nothing. They were such fools they knew not how to employ their parts."

" The Mathematicians could not so much as tell wherein truth & certainty consisted till Locke told 'em. I see the best of them talk of light & colours as if wthout the mind."

The notes on page 199 are as follows :

" I am the farthest from Scepticism of any man. I know with an intuitive knowledge the existence of other things as well as my own Soul. this is w^{t} Locke nor scarce any other Thinking Philosopher will pretend to."

" Doctrine of Abstraction of very evil consequence in all the Sciences. Mem : Bacon's remark. Entirely owing to Language."

" Locke greatly out in ~~making words to be one of the proper uses of~~ reckoning the recording our & not Ideas ~~one use of~~ by words amongst the uses ~~rather than~~ the abuses of Language."

" Of great use & ye last Importance to Contemplate a man put into the world alone wth admirable abilitys. & see how after long experience he would know wthout words. Such a one would never think of Genera & Species or abstract general Ideas."

" Wonderful in Locke that he could see at all thro a mist y^{t} had been so long a gathering & was consequently thick. This more to be admir'd than y^{t} he didn't see farther."

The publishers are to be warmly congratulated on their enterprise in producing this notable edition in spite of the difficulties caused by the war. This is a great contribution to English literature as well as to philosophy, for Berkeley was not only a contributor

* **Philosophical Commentaries : generally called the Commonplace Book.** By GEORGE BERKELEY, Bishop of Cloyne. An *editio diplomatica* transcribed and edited with introduction and notes by Prof. A. A. LUCE. (£3 13s. 6d. net. Nelson.)

ADULT EDUCATION
for
DEMOCRACY
by
Harold Shearman
A NEW BOOK WITH A NEW OUTLOOK
PUBLISHED BY THE W.E.A.
post **3/6** free
from the W.E.A., 38a St. George's Drive, London, S.W. I

Digitized by Google

to world philosophy—he was also a master of English prose.

Education

The Education Act, 1944: Provisions, Possibilities, and Some Problems

By H. C. DENT. (1s. 9d. net. University of London Press.)

Mr. Dent's pamphlet on the Education Bill was reviewed in *The Journal of Education*, March, 1944. The present volume outlines the main provisions of the Act and some of the author's hopes and fears about them. We can join with him in recommending the study of this pamphlet to every thoughtful man and woman, for it is only the co-operation and goodwill of the public that can make the Act a success.

Queen Mary College

By G. GODWIN. (10s. 6d. The Acorn Press.)

The size of an institution is no measure of the loyalty which it inspires, and throughout its history the Beaumont Philosophical Institute, later known as East London College, and now as Queen Mary College, has enjoyed a special measure of affection from its staff and students. This sumptuous volume takes the form of a tribute to the enthusiasm of those pioneers who, undaunted by the spectacle of an East End which contained 1,083 public-houses, but only 169 churches and 118 schools, founded an institution of higher learning which, with the help of the Drapers' Company, has now attained a standing such as to make the title East London College a misnomer, for it attracts students from every part of the world. Education needs money, but still more it needs faith, and it is good to have a record of the pilgrims whose faith built the House Beautiful.

Mathematics

Numerical Trigonometry

By R. J. FULFORD. (3s. 3d. University Tutorial Press.)

This excellent introduction to Numerical Trigonometry is one of the best the reviewer has seen. It has a careful introduction of the ratios one by one, with early applications to bearings, three-dimensional work, latitude and longitude, &c.: the cosecant, secant, and cotangent are not introduced till considerable practice in right-angled triangle work has been done and there is a useful special section introducing the log sine tables. The close association between the signs of coordinates and the ratios of angles greater than a right-angle is wholly admirable as is also the insistence on three-dimensional ideas. It is a pity that this excellent little book does not go a shade farther and cover sin (A + B) and sin 2A, &c., which would enable it to cover the additional mathematics syllabuses of most of the school certificate examinations.

Logarithms and Slide-Rule Work, with a Section on Calculation by means of Graphs

By T. H. WARD HILL. (2s. net. Pitman.)

A short but sensible account of logarithmic and slide-rule work which should prove very useful to technicians who require this work but did not get so far at school. The section on Logarithms gives an adequate account of the principles by reference to a graph of 2^x. For ordinary four-figure logarithms a sound and clear tabular arrangement is exhibited. The section on the slide rule is well explained, though in a later edition the author might consider the possibility of increasing the size of the illustration of the slide rule on page 18.

Scholarships

MATRICULATION AND OTHER EXAMINATION NOTICES, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS AND BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council:
Rt. Hon. Viscount CALDECOTE, C.B.E.
Principal:
Mrs. J. L. STOCKS, B.Sc. (Econ.)

RESIDENTIAL College for 150 women which prepares for the Degrees of the University of London. Non-resident Students are admitted. At the Scholarship Examination—for dates see May prospectus—SCHOLARSHIPS from £100 to £20 will be awarded for CLASSICS, GERMAN, FRENCH, ENGLISH, HISTORY, BOTANY, BIOLOGY and MATHEMATICS.

Fees.—Residence, £90 a year. Tuition from 38 guineas a year.

For further particulars apply to:
The Registrar
WESTFIELD COLLEGE
(University of London)
at ST. PETER'S HALL, OXFORD

BRIGHTON COLLEGE

AN Examination is held each June to elect several Scholarships varying in value from £65 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the financial position of the parent and in no case will the value of a Scholarship exceed £65 for boarders and £30 for day boys, excluding compulsory extras, which amount to £12 7s. 6d. for boarders and £4 17s. 6d. for day boys.

Full particulars on application to the HEADMASTER.

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS.

The following are awarded annually to boys under 15 on September 1, on the results of an examination toward the end of May:

(*a*) An ALFRED SMITH SCHOLARSHIP of £80 a year.
(*b*) Three JUNIOR PLATT SCHOLARSHIPS of £60 to £40 a year.
(*c*) Two or more EXHIBITIONS of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School:

(*a*) Two SENIOR PLATT SCHOLARSHIPS of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(*b*) Two JUNIOR PLATT SCHOLARSHIPS of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £115 a year, with a Consolidated Fee of £5 a term to cover all necessary extras.

Further particulars may be had from the HEADMASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

BOOTHAM SCHOOL, YORK

Under the management of a Committee of the Society of Friends (Quakers)

EXAMINATION in March for Scholarships of value from £20 to £100. Entries by February 20. Valuable Leaving Scholarships. Preparation for School and Higher Certificates, 1st M.B., Inter B.Sc., and University Scholarships.

Full particulars on application to the HEADMASTER

BRYANSTON SCHOOL, BLANDFORD, DORSET

SEVEN Scholarships, £80 to £30 (including a Music Scholarship of £40); and to boys of good character and all-round ability, three Bursaries £60 to £20 will be awarded on the results of an examination to be held on May 28, 29 and 30, 1945.

Further particulars may be obtained from the HEADMASTER'S SECRETARY, Bryanston School, Blandford, Dorset.

CRANBROOK SCHOOL
ENTRANCE SCHOLARSHIPS

THE Scholarship Examination will be held on May 24 and 25, 1945; last day for entries May 14. Age limit, 14½ on June 30. Six Scholarships of £75, £50 (3), and £40 (2), with two Exhibitions of £25 are offered. Total fees, with consolidated charge for extras, £105 a year.

For particulars apply to the HEADMASTER, School House, Cranbrook, Kent.

CRANLEIGH SCHOOL, SURREY

EXAMINATIONS, March 6, 7 and 8, and June 5, 6 and 7, 1945, for Open Scholarships and Exhibitions, £100–£30, Instrumental and Choral, £50–£30. One Peek Pil. Cler. £50. One close Scholarship for son of Doctor or Dentist. One close Utterton Scholarship £20. Age limit under 14, on March 1 and July 1 for all except Instrumental, for which age limit is 14½ same dates.

Bursaries for the sons of Clergy and Officers are available.

Details from HEADMASTER'S SECRETARY.

Digitized by Google

THE JOURNAL OF EDUCATION

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 908 MARCH 1945

Editor: E. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD. Tel.: 47947

PRICE 1s. 3D. POSTAGE 2D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS: 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	101
LOCAL GOVERNMENT	105
THE UNIVERSITIES AND EDUCATION FOR CITIZENSHIP. *By Eva M. Hubback.* Part I	106
THE TEACHING OF ENGLISH COMPOSITION. *By V. E. Stack*	108
SCIENCE IN EDUCATION AND TRAINING. *By R. W. Stott.* Part I	110
PENNY PLAIN OR TUPPENNY COLOURED? *By Ida M. Travis*	116
THE TEACHER AS HEALTH OBSERVER. *By a School Doctor*	118
CORRESPONDENCE .. .. *Plato's "Republic" and German Education; Conference of Educational Associations; The Burnham Proposals; The Education Act; The Independent School; A Revival of Classical Studies; A Mistranslation?; British Education in Lourenço Marques; An Arab Agricultural School.*	120
SCOTLAND, WALES, AND NORTHERN IRELAND ..	126
EMPIRE AND FOREIGN NEWS .. .. .. *New Zealand; Education in Chile; Santo Domingo.*	130
EDUCATIONAL MEETINGS	134
TOPICS AND EVENTS	140
NEW BOOKS .. .. *Country Life; Some Modern Language Successes; Adult Education; Magazine Gleanings.*	144

NOTES AND COMMENTS

"ALL the world", wrote *The Journal of Education* in January, 1945, "is crying out for our books; they represent a spiritual and moral asset which is of incalculable value." It is, therefore, with the greatest pleasure that we record that the British Publishers' Guild has issued, in French, five translations of books recently published in this country.* Similar volumes in other languages are in preparation. The books now translated are admirably calculated to meet the often expressed demand of France to learn of the daily life of her Allies during the years when she was cut off from the free world. Of the five books two relate to the Royal Air Force, one is by a fire-guard who was on the roof of St. Paul's Cathedral when it was struck by a bomb, one describes the life of a family under the Nazis and their adventures before their reunion in New York, and one the Nazi invasion of Norway. We congratulate the Guild on their imagination and enterprise. Those who have read in the French press an account of the moving scenes when Charles Morgan recited his *Ode to France* on the stage of the *Comédie Française*, the theatre of Molière, and afterwards to the students of the Sorbonne, will realize that, while France's most urgent needs are food and fuel, she needs also that warmth of recognition and friendship which poets and artists, scholars and teachers, can in unique measure give and receive.

Cultural Relations

TWENTY-FIVE years have passed since Professor Stephen Duggan drew up, and submitted to Dr. Nicholas Murray Butler, the Director of the Carnegie Endowment for International Peace, a plan to promote international understanding by means of educational and cultural activities, and now as Director of the Institute of International Education he has put on record its great achievements in many fields, but chiefly in the exchange of university teachers and university students. The figures are impressive. 2,046 European and Asiatic, and 1,131 Latin-American students have been placed by the Institute in United States Colleges and Universities; 2,242 United States students have gone to Europe and Asia, and 102 to Latin America, under its auspices. In the earliest days of the universities of Western Europe the student sought learning wherever the great teacher could be found, and moved without let or hindrance or discrimination

International Education

* 1. *A Travers l'Enfer.* 2. *Derrière les Communiqués.* Both by H. E. Bates. (2s. net each. Cape.) 3. *Decombres et Souvenirs.* By A. S. G. Butler. (2s. net. Constable.) 4. *Au Pied du Mur.* By Anna Rauschning. (4s. net. Eyre & Spottiswoode.) 5. *Printemps Norvegien, 1940.* By S. Engstrand. (4s. 6d. net. Secker & Warburg.)

Digitized by Google

between Oxford and Paris and Bologna. (As late as 1932 Heidelberg still claimed to be dedicated to the universal spirit: one of the first acts of the Nazis was to rededicate it to the German spirit.) Whatever barriers, political and economic, nationalism and particularism may set up, or maintain, in the days to come, it is to be hoped that teachers and students will recognize, in learning, a common interest and common ideal which take no account of race or class or creed. To this end the Institute of International Education, the Rhodes Trust, and many other bodies are valiantly working.

The Retreat from Humanism

PRINCETON University continues to sustain its gallant fight on behalf of Humanism in a technological age, and a little book of seven essays* does not hesitate to rebuke humanists for lack of faith in the humanist's traditional values. Mr. Gordon Keith Chalmers, President of Kenyon College, tells us that in 'the years between' "the lust for description without judgment was so deep that classicists, historians, sociologists, economists, political scientists, modern and oriental linguists out-shouted each other in their claims that never were their pages soiled with reference to value". Dr. Raymond Fosdick calls on the humanists to assume the greatness of their responsibilities. "And particularly", he writes, "must we rely on the humanists—the historians, the philosophers, the artists, the poets, the novelists, the dramatists—all those who fashion ideas, concepts, and forms that give meaning and value to life and furnish the patterns of conduct. It is they who really construct the world we live in, and it is they who with sensitive awareness to human perplexity and aspiration and with the power of imaginative presentation can speak effectively to a distracted world." In this assertion he is supported by Professor Einstein who has told us that science can never give us our aims. "Once these aims exist, the scientific method furnishes means to realize them. But it cannot furnish the aims themselves. Perfection of means and confusion of aims seem, in my opinion, to characterize our age."

Intellectual Co-operation

PROFESSOR I. L. KANDEL, of Teachers College, Columbia University, also quotes Professor Einstein in his *Intellectual Co-operation: National and International.*† It is sad to find, in Prof. Kandel's study, how little has been done in this field, and, truth to tell, how little he expects to be done. He quotes Comenius who in 1643 wrote: "There is needed in this century an immediate remedy for the frenzy which has seized many men and is driving them in their madness to their mutual destruction. For we witness throughout the world disastrous and destructive flames of discords and wars devastating kingdoms and peoples with such persistence that all men seem to have conspired for their mutual ruin. Nothing is, therefore, more necessary for the world, if it is not to perish completely, than some universal rededication of minds." Prof. Kandel does not, however, make it clear to what precise aim our minds are to be rededicated, and he seems to share Prof. J. B. Condliffe's dislike (expressed in his *Agenda for a Post-war World*) of a "symmetrical scheme". This is a counsel of despair, for men will work and fight for an idea, such as the nation, which they can readily comprehend, and might work and fight for an International Order, if they could understand its purpose and estimate its moral worth. But no one is going to work or fight for an *unsymmetrical* scheme, which in plain language represents expediency divorced from principles.

Thought Supervision

PROFESSOR KANDEL is, however, on sure ground when he estimates the difficulty of our task. Humanism in recent years has not been only on the defensive; it has been on the run. It is, of course, the simplest of tasks to quote the speeches of Adolf Hitler, Josef Goebbels, and Alfred Rosenberg to prove the undying hostility of Nazi *Gleichschaltung* to humanism; and the Japanese, with notable candour, have taken pride in their institution of the Japanese Bureau of Thought Supervision. But it must not be supposed that the Western Democracies have been wholly free of Thought Supervision, particularly when clothed in less picturesque language. Prof. Kandel tells us that one of the questions discussed at the *Entretien* of the International Institute of Intellectual Co-operation, held at Nice in 1935, on *La Formation de l'Homme Moderne*, was whether financial assistance should be provided for the children of the masses, "*pour que l'élite s'en degage d'elle même*". This is horrible!

Description with Judgment

NEVERTHELESS, one at any rate of our greatest humanists cannot be accused of the practice of description without judgment. Sir Richard Livingstone, the President of Corpus Christi College, Oxford, has taken the opportunity of drawing a lesson from history. He has edited, in translation, the *History of the Peloponnesian War** by Thucydides, accounted by Macaulay to be "the greatest historian that ever lived". And he has drawn in a running commentary the moral of the tale. The pages of Thucydides, he tells us, contain the modern world-scene in miniature. Ancient Greece is twentieth-century Europe, incapable of union, tearing itself to pieces in wars which it did not desire but could not avoid. Here are democracy and imperialism, the class struggle, the revolutionary spirit, the technique of aggression, cynical *Realpolitik*, the importance of sea-power, even Quislings and evacuation problems. No one to-day could fail

* *The Humanities after the War.* By Wendell L. Willkie, R. Pound, N. Foerster, T. M. Greene, A. Flexner, W. Macneile Dixon, G. K. Chalmers. Edited, with a Preface, by N. Foerster. ($1.50; 10s. net. Princeton University Press; Oxford University Press.)

† *Intellectual Co-operation: National and International.* By Prof. I. L. Kandel. ($1.25. Bureau of Publications, Teachers College, Columbia University, N.Y.)

* The World's Classics, 494. (3s. net. Oxford University Press.)

Digitized by Google

to be moved by the Melian Debate, when in the sixteenth year of the war Athens turned against a small Dorian island which wished to remain neutral. Sir Richard Livingstone points out that the discussion might have taken place between Hitler and Dr. Schuschnigg. "Here is Power, acknowledging no limits except itself, denying any meaning to religion, justice, pity—a cold cruelty, not of passion but of the intellect, the nearest thing to the Devil that human nature can achieve." Those who wish to interpret the lesson of history will note that the next chapter begins with the words: "The same winter the Athenians resolved to sail again to Sicily"—and that this resolution brought Athens to her doom.

A Free Society

MANY have drawn the moral of the Melian Debate, the doom which attends *hubris*—the pride, the arrogance, the brutality of strength. But Thucydides is not content to warn humanity of the penalty of wrong-doing; he delineates the reward and the beauty of the State dedicated to right-doing, in Book II, 34–36, the discourse of Pericles, which anticipates by centuries the Gettysburg Address and our own Armistice Day Ceremony at the tomb of the Unknown Warrior. Here Pericles tells the citizens of Athens what are the values in a State which are worth preserving, and we can discern the patterns of the brave new world. "No definition of democracy", writes Sir Richard Livingstone, "has ever been written comparable to the description in the Funeral Speech of the State which gives equal chances to all citizens, irrespective of birth and wealth, and honours excellence, wherever found, for its own sake; of which the characteristic is not that it does much for its citizens but that they have, and take, the opportunity to do much for it; a State which leaves the individual to lead his private life in his own way; which provides recreations for the spirit, games and festivals, and beauty in its buildings, whose members respect its laws and give it due service of their own free will and uncompelled."

Foreign Languages

THE appointment, at the instigation of the Foreign Office, of an Inter-Departmental Commission suggests that the further encouragement of language teaching is really urgent. Sir Roger Lumley is to preside over the Commission appointed to examine the facilities available in universities and other educational institutions for the study of the languages, histories, and cultures of the Near and Far East, of Eastern Europe, and of Africa. Secondary schools offer an important field for the encouragement of living languages, carried to an effective stage as in speech and literature. The war has affected the relative importance of European languages. In particular, facilities for the teaching of the Russian language should be greatly increased. As to Russian culture, it may be hoped that more co-operation in promoting knowledge will be offered by Russia. The war has revealed our ignorance—shared by the enemy—of Russian progress. When the war is over, there should be less need for reticence; free exchange of both ideas and material should be encouraged.

Dutch Universities

THE trials through which the Dutch Universities have passed and are passing will attract universal sympathy. In the early days, Leyden University gained a wide reputation for its impartial system of electing professors. That Leyden should take the lead in facing the problems following the reign of terror will cause no surprise. By every means—publications, sport, recreation, debates—the community sense is to be encouraged. "The *alumni* are to be formed into responsible bearers of spiritual values" writes a contributor to *The Times Educational Supplement* in an article on "The Future of the Dutch Universities". Ruskin strongly denounced political discussion by university students. But when and where is there a better opportunity for such discussion, for the friendly exchange of opinion before the stern battle of life begins? Open discussion is as necessary in the political field as in historical and scientific research.

University Grants

WE have consistently pleaded in these columns for an increase in the Government grant in aid of universities. We therefore heartily welcome the statement made by the Chancellor of the Exchequer in the House of Commons on St. Valentine's Day that the Government have decided to accept the recommendation of the University Grants Committee that the present annual Vote for the universities of £2,149,000 should be increased, for each of the next two financial years, by the addition of £2,000,000 for general university purposes, £1,000,000 for developments in the medical schools arising out of the recommendations of the Inter-Departmental Committee on Medical Schools, and £500,000 for grants for teaching hospitals. *The Times* in a leading article calls attention to the fact that "increased aid from the State is being matched by private benefaction, notably from industry, which is now affirming and meeting its obligations to higher education in a most generous and enlightened way, and assuming the role which few individuals are now able to fill. The munificent offer . . . made to Cambridge University by the Shell Group of Oil Companies does not stand alone. Last year the Nuffield Foundation and Imperial Chemical Industries made generous provision for added study of public health and certain sciences. Now a most important branch of technical education, that of chemical engineering, is to receive a truly magnificent endowment". The article concludes with the salutary warning that financial aid by itself is not enough. "All the country's plans for social reform . . . will be frustrated if it cannot command the services of a sufficient number of men and women possessing that breadth of mind and catholicity of understanding which university life is designed to develop." Here is a challenge, in particular, to our secondary schools old and new.

Service on Local Bodies

SIR MILES THOMAS, Vice-Chairman of the Nuffield Organization, has announced that any worker in the Organization who holds local public office, or may seek, and be elected to, such a position, will be granted leave of absence, with pay, to fulfil his duties. In an interview, Sir Miles declared: "It

Digitized by Google

is only right that every employee, whether on the staff or otherwise, should have an opportunity of representing his fellow-townspeople in matters of local government, if his aspirations lie in that direction. I do not know how many of our workers have such ambitions, but representations have been made to me that a few would seriously consider entering the field of local politics if they could be sure that by so doing no financial hazard were involved. An assured income for our public-spirited employees should do much to encourage a livelier and more active interest in municipal matters, and enable the viewpoint of practical engineers and mechanics to be projected." This decision meets a long-felt want by workers who, although they may take an active part in local politics, have not felt justified in putting themselves forward as candidates owing to the financial loss involved due to absence from work and the consequent hardship which might be caused to their families. For many years some local education authorities have allowed teachers in their employment to serve on local bodies. As the Government White Paper observes, the future of local government turns largely on the capacity and public spirit of the persons who are prepared to take an active interest in its work. Membership of a local council or committee must not be allowed to interfere with a teacher's primary duties, but, if he takes an active interest in local government, he is likely to bring to his school work a wider point of view than one who is wholly absorbed in school routine.

Professional Co-operation

A NEW move towards professional unity has been made by the Joint Committee of the Four Secondary Associations. In a statement issued early in February, while convinced that "cooperate or perish" is sound policy, they face the fact that to achieve a unity which will preserve diversity and at the same time eschew uniformity is most difficult. Perhaps the main obstacle is that the National Union of Teachers has within its ranks some teachers in every kind of school, whereas each of the four Secondary Associations answers the needs of a particular group of teachers. Moreover, in any scheme in which the latter were given representation according to numbers or were made part of a greater whole, their contribution would be merged in that of their N.U.T. colleagues, to be lost wherever these differed. Recent proceedings of the Burnham Committee show how relevant this point is. The statement refers to the gesture made some little time ago by the President of the N.U.T., and especially to his remark that, should the kind of arrangement made between the N.U.T. and the A.T.T.I. not be acceptable to the Secondary Associations, he would welcome other proposals likely to lead to closer co-operation and unity. What is wanted, it is said, is some machinery to provide for effective co-operation among all associations of teachers. This can be found most easily in some kind of common council in which the N.U.T., the four Secondary Associations, and other organizations of teachers would meet as autonomous bodies on terms of complete equality.

Teachers' Superannuation

THE main purpose of the Teachers' Superannuation Bill is to bring the definition of contributory service contained in the Act of 1925 into conformity with the changes in the educational system effected by the Education Act of 1944. One of its provisions brings supplementary teachers within the scope of these Acts. Although we think that the appointment of supplementary teachers should be discontinued, we welcome this measure of justice to those who are already in the schools. The Bill also remedies a grievance suffered by those retired teachers who, after returning to teaching and subsequently retiring again, have found their pensions reduced. Again, the Bill extends from one year to five years the period during which a teacher may be absent from contributory service, the object being to give the teacher fuller opportunities to make contacts with other aspects of life which would increase his value to the profession. In certain circumstances, youth leaders and other classes of organizers may come under the provisions of the Acts.

The Burnham Scales

THE Minister of Education made an important statement in the House on February 20. A number of Members had a good deal to say in criticism of the proposed Burnham scales. Mr. Kenneth Lindsay wished the proposed formula for assessing the salary of headmasters and headmistresses to be revised; to give substantial increases for graduates; to adopt a mandatory system of additional payments for high academic attainment, for services of special value, and for special responsibility; and to abolish the merger clause. In reply, Mr. Butler said that he could not pick and choose or make any modification in the scales as submitted to him. He could only approve or disapprove of them as a whole when they were in due course submitted to him. If the scales had not been agreed by April 1, they would be thrown back to the principle of private bargains as between individual authorities and individual teachers, which was very unsatisfactory and caused the establishment of the Burnham machinery twenty-five years ago. Subject, however, to the final decision of the Burnham Committee, the Government would be prepared to adjust the grant formula so as to allow the full grant of 55 per cent. to local education authorities over the whole field of expenditure other than milk and meals. This concession will give much-needed relief to the local education authorities. Mr. Butler asked the House to allow him time to consider all aspects of the question before he gave his final decision. In our January issue we said that, while we should welcome an increase in the allowance for graduates, we trusted that no action would be taken which would prevent the general endorsement of the scales by April 1, since the alternative—a return to local bargaining or intervention by the Government—could not be contemplated with equanimity. The financial relations between the Exchequer and the local education authority are dealt with in the leading article in this issue.

Digitized by Google

LOCAL GOVERNMENT

THE Government White Paper on "Local Government in England and Wales during the Period of Reconstruction" begins by quoting the answer made by the Minister of Health on August 3, 1944, to a question in the House of Commons. The Minister said that it was clear that there was "no general desire to disrupt the existing structure of local government or to abandon in favour of some form of regional government the main features of the county and county borough system". On the other hand, the Government were satisfied that there were "need and scope for improvements, and in particular for amending the machinery of the Local Government Act, 1933, relating to adjustments of status, boundaries, and areas". He therefore proposed to open discussions with the Local Government Associations and, "in the light of these discussions, to lay before Parliament a general outline of the Government's proposals before submitting actual legislative measures". These discussions have now taken place, and the proposals in the White Paper are put forward with the hope that it may be possible "to introduce early legislation which will be largely agreed".

The Government are satisfied that there is no "ground for fear that the work of democratic local government may diminish" and "the real problem for local administrators is how to strengthen its framework to bear greater responsibilities and fulfil new tasks. The solution of this problem turns largely on the capacity and public spirit of the persons who, as members and officers of local authorities, are prepared to devote their services to local government".

The Government have already made it clear that in their view "the time is not opportune for a general recasting of the local government structure". They are opposed to "any general policy of centralizing services hitherto regarded as essentially local. Nor do they believe that a solution is to be found in the creation of regional authorities". Where co-ordination between two or more authorities is required, they think that this should be sought by the established procedure of joint boards or joint committees. They are aware of the fears that have been expressed by local authorities that the reconstruction programme will place an impossible burden on local rates, and that the present methods of mitigating such burdens are inadequate. These methods are: (1) a system of Direct Grants to each local authority in aid of its expenditure on certain specific services; (2) the General Exchequer Grant, commonly called the Block Grant, which is not related to any particular service, but is a form of supplementary income to local authorities; (3) the acceptance by the Central Government of the liability for administration of services previously borne by local authorities. The White Paper points out that, although the total cost of the education service is assumed to rise from £93·8 million to £129 million, the education grant on this expenditure would rise from £45·5 million to £71 million; that the Block Grant "is distributed largely on the basis of the relative needs of local authorities, as determined by a statutory formula"; and that the Government have already expressed their intention of taking over "an increased mileage of trunk roads and to relieve local authorities of a further portion of the burden of public assistance". Nevertheless, the Government realize that the problem of the "poor" areas is a real one, and the Chancellor of the Exchequer has already stated that "a general overhaul of the financial relations between the Exchequer and local authorities will be undertaken as soon as the necessary data are available, and that it will be carried out with a definite bias in favour of the poorer authorities".

With regard to the adjustment of local government areas, it was long ago realized that the tendency towards an increase in the number and areas of county boroughs constituted a serious danger to county council government. The number of county boroughs had grown from 10 in 1888 to 82, and the areas and rateable values of a number of counties had been seriously diminished. This conflict of interest was the principal cause of the setting up in 1922 of the Royal Commission on Local Government under the chairmanship of Lord Onslow. The Local Government Act of 1926 "abolished the power of the Minister of Health to create a new county borough by Provisional Order and forbade applications to Parliament for that purpose if the population of the borough did not exceed 75,000". Only one county borough—Doncaster—has since been created. Under the Local Government Act of 1929 every county council was required to institute a review of its area and to submit proposals for alterations of county districts and parishes. Further adjustments of local government areas are at present barred by the Local Elections and Register of Electors (Temporary Provisions) Act, 1939. It might be expected that, when this Act ceases to be renewed, the two procedures of county review and county borough extensions would proceed simultaneously with little or no means of correlating decisions. The White Paper proposes to meet this difficulty by the creation of a Local Government Boundary Commission with powers governing "county reviews under the Local Government Act, 1933 . . . the creation and extension of county boroughs and, in proper cases, the reduction of the status of a small county borough and the union of contiguous county boroughs and also of some of the smaller administrative counties". Such a Commission would consist of not more than five members, with the necessary secretarial staff and assistant commissioners whose duties would include local inquiries. Among the general directions which would be given to the Commission might be guidance so as to enable local government units to be provided "of such a shape and size and with such financial resources as to provide the foundation of a satisfactory administration". Further, "the Government believe that it would be practicable to indicate certain minimum requirements in the absence of which there would at least be a presumption that the area was not a suitable unit for local government purposes"; though it is recognized that such minimum requirements might not necessarily affect the status of existing authorities. Guidance might also be given as to the best means of linking town and country areas within an administrative county. It should be recognized that "the interests of the country town and its surrounding countryside are not diverse but complementary, and the Government contemplate that in a number of cases the enlargement of the limits of a country town to include some surrounding territory may be desirable". With regard to the conflict of interest between county boroughs and county councils, the Government feel

Digitized by Google

that "it is not practicable to find any general formula, and that a decision to grant or disallow an extension of boundaries must always be one of a balance of advantage". The counties of London and Middlesex are regarded as raising problems which require special treatment.

The Journal of Education for September, 1942, contained a leading article on "Educational Administration" from which we quote the following passage: "We suggest that the defects in our present system of administration can be met best, not by the creation of *ad hoc* bodies or new regional authorities, but by the following reforms: *First*, a real Ministry of Education should be created to control all forms of education, including those now administered by other Government Departments, with a fully staffed intelligence department and a permanent body of educational advisers, which will replace the present mockery of a Board of Education which never meets and a Consultative Committee which cannot speak unless it is spoken to. *Secondly*, the powers of all authorities for elementary education only should be abolished as well as those of any county borough with a population of less than 75,000." (This is the figure suggested by the Commission on Local Government, but we agree with Mr. Willink that it might well be raised to 100,000 or 125,000.) "*Thirdly*, the county authorities should be where necessary regrouped and their boundaries adjusted, so as to ensure that each county or group of counties has sufficient financial resources to enable it to deal adequately with the problems of health and education. *Fourthly*, groups of counties and county boroughs should be organized into provinces, and an obligation laid upon all education authorities within a province to consult and to co-operate in matters that transcend the ordinary limits of municipal administration, such as university and higher technical education."

The first and second recommendations have now been given at least partial effect by the Education Act, and the other two appear to be in line with the policy outlined in the White Paper.

The same article directed attention to the variations in the provisions of educational facilities due to variations in the rateable value and the produce of a penny rate in different areas. Thus, in the year 1938–1939 the education rate in Durham County was 6s. 5¾d., in Surrey 2s. 0¾d.; in St. Helens 5s. 11d., in Eastbourne 1s. 5·6d. It is clear to us that many local education authorities will be unable to bear the responsibilities thrown upon them by the reconstruction programme unless the promised "general overhaul of the financial relations between the Exchequer and the local authorities" includes not merely an immediate adjustment in the present system of Exchequer grant, but also an ultimate radical reform of the present system of local assessment and rating.

[The columns of THE JOURNAL OF EDUCATION *are open for discussion of all matters, however controversial, that are of interest to educationists. The editorial views are expressed in "Notes and Comments" and in the occasional leader. It must not be assumed that* THE JOURNAL *is necessarily in agreement with the views expressed by contributors in articles or in correspondence.*—ED.]

THE UNIVERSITIES AND EDUCATION FOR CITIZENSHIP

PART I—THE PURPOSE OF A UNIVERSITY

By EVA M. HUBBACK, Hon. Secretary, Association for Education in Citizenship

SINCE the universities are the coping-stones of our educational building, it is of vital importance to ascertain their purpose from the point of view both of their students and of the community as a whole. It is therefore not surprising that so many have tried lately to define what the purpose of a university should be.

Clearly their functions are twofold—teaching and research—although there is some difference of opinion as to which is their primary function. As teaching bodies their main task is to provide an intellectual discipline for the individual student, to prepare him for a certain vocation, to help him to gain a philosophy of life and a standard of values. As centres of research they aim at the pursuit of truth, the discovery of fresh knowledge and new relationships.

How far these diverse aims—moral, intellectual, and practical—are achieved in our universities old and new, it is impossible to say. Since "a man's reach must exceed his grasp", they are probably fully attained in none.

Indeed, as Professor Bonamy Dobrée points out, the average student, if he were asked why he comes to the university, would probably answer that a university education was mainly a key to unlock doors to certain occupations. Much of the work he found himself set to would serve to endorse this point of view. In the minority of cases he might suggest that he had come for "culture", by which he would probably mean a greater understanding and appreciation of his historical, philosophical, or literary heritage. In either case the university often appears to him—and in fact may be—little more than a collection of unrelated departments, each of which offers either some vocational training or some cultural subject.

In this article we shall deal only with the university in its function as teacher, as providing an education to the 1,500 young people who year by year are selected from the schools to constitute an intellectual *élite*.

What do we mean by that elusive term 'education'? We shall use it here in its widest sense of "how to make the human person sensitive to and aware of the universe he lives in . . . and how to train him to the responses he ought to make to that world" (Prof. Reid). This definition indicates that education, vocational or cultural, should be concerned with more than the individual alone and that it has an over-riding social purpose. Plato, it will be remembered, regarded social education as the only education worthy of the name when he said: "We mean by education that training in virtue from youth up which makes a man passionately desire to be a perfect citizen knowing how to rule and how to obey with justice. This I think is the training for which

Digitized by Google

alone we should reserve the name of education, regarding the training which aims at wealth or some bodily strength or any other accomplishment apart from reason and justice, as mechanical and illiberal and entirely undeserving of the name."

In the nineteenth century an individualistic attitude may well have been justified. An even smaller proportion of the population than now—mostly those belonging to the economically superior classes—came to the universities, where—till towards the end of the century—little was taught except classics and mathematics.

Many of the students, then as now, were training for a profession such as the law, the church, or teaching, which demanded a knowledge of the classics. Others were to become statesmen or higher civil servants. Since nineteenth-century democracy was in its essence not so very different from that of ancient Greece, these also found in the classical studies real enlightenment. The feeling of security, and the belief in progress characteristic of liberal democracy in this country, made it far less necessary than it is to-day to question fundamental issues or to work out a new philosophy of life.

With this century, however, came a great change. The problems society had to solve became more complex. The scientific method of approach became imperative; and everywhere new values, new groupings, new discoveries, and new standards arose which demanded fresh attitudes, more knowledge, and new disciplines. It became clear—in order for democratic institutions to work well—that a high level of public opinion was necessary; this depended on the intellectual standards and moral values of the people. The general mental outlook and standards of values of university students, as they left year by year to enter those occupations—such as teaching, journalism, politics, industry, and the church—which have most influence on public opinion, became of the utmost importance to the life of the community.

Are our universities responding to contemporary needs and giving the social education Plato pleads for, in a form appropriate to our times? Many of the schools, both secondary and elementary, have for some time past accepted education for citizenship as an important aim—even though in practice their conception of what it means is often limited and is rarely effectively carried out.

But in the universities it is difficult to discern any widespread recognition of the imperative importance of their responsibilities with regard either to the moral or intellectual aspects of social education. With notable exceptions, the great majority both of those who teach and those who research in our universities appear to consider that they have discharged their task if they concentrate entirely on their own specialism, and treat this either as an end in itself or as a means to vocational training. They would deny that they owe any further duty to their students or to the community as a whole.

Take research; the view mainly held in our universities appears often to be that all new knowledge is of equal value, and that no order or priority in the subject for research needs to be observed. In wartime, indeed, this view has had to yield to practical necessities, and fine service is being rendered by members of university staffs in their research into matters essential to the war effort. But in peacetime this spirit does not obtain, and there seems often to be what amounts to "a vested interest in obsolete knowledge". Many of the finest intellects are contented to devote their life to such subjects as the language of ancient Russia or some remote issue in paleontology, instead of being alive to the importance of attacking the many vital problems affecting human happiness which urgently need successful solution.

Take teaching; here the existing curriculum in so many departments outside the physical and social sciences is apt to follow well-trodden grooves scooped out either by professional needs or by cultural tradition. The intellectual fare offered to students tends to recognize neither new developments in human knowledge nor current revolutions in thought. Outside the social sciences and philosophical schools themselves, the curriculum ignores the systematic study of the fundamental bases—economic, social, philosophic, political, and aesthetic—of contemporary society, and leaves questions with which a citizen will have to deal to the inadequate sphere of the university debating society or the odd lecture.

If universities are to attempt consciously to educate for good citizenship, they must first consider what are the social qualities needed by the citizen of a democratic State, in addition to those needed in his individual capacity as worker, as member of a family, or as a friend.

They must ask: What is the motive that makes a man *want* to be a good citizen—what are the fundamental moral qualities and the standards of value he must possess so that he may learn to place first things first in public affairs?

The answer may well be as follows: The good citizen is one with a passion for freedom, a respect for individual personality, and a deep concern for the good life of others. He is prepared to place the common good before his individual welfare and to do all in his power to serve the community. He possesses the moral courage to stand up for what he thinks is right and just, and the power of vigorous action.

As regards intellectual standards, he has developed a wise and independent judgment, tolerance of the opinions of others, and that belief in the power of reason rather than force which distinguishes the democratic from the autocratic way of life. He possesses intellectual integrity, and has been trained in scientific methods of how to seek for truth.

He recognizes and knows how to control his own emotions and prejudices; he has learnt how to reason correctly, and how to appreciate the relations between apparently unconnected things. As a basis for social judgment he has acquired some knowledge of the broad political, social, and economic factors of the world of to-day and how these have been developed. He has been trained how to acquire more knowledge as life goes on.

It must be readily admitted that the average citizen, as distinct from the expert, cannot be expected to form any useful judgment on how to achieve any given technical, political, and economic goal. But, if he cannot be expected to distinguish between different *means*, he can at least learn enough to decide on *ends*, and on the broad principles on which the main problems of the day should be tackled. He can, moreover, have high standards as to the qualities which are needed in public men and women in order that he may choose his leaders wisely.

Universities do not, of course, stand alone in their responsibility for the making of citizens. The home, the school, companions, sometimes the churches, do much to mould a boy's character before he ever becomes a university student. When he leaves the university his social environment, his work, the organizations he joins, any active political life he may carry on in local or central government, the press, the books he reads, all influence a man's standards and add to his knowledge. Some people may reach the

Digitized by Google

highest level of good citizenship with little or no formal education. But for the majority conscious and informed citizenship must depend on the gradual building up of a keener understanding of democratic ideals and issues than we have to-day. For this purpose an effective and deliberate education is necessary, of which that given at our universities should be on the highest possible level.

Education for citizenship, in the sense in which we have defined it, is a complex conception. It is moral and intellectual, spiritual and factual, direct and indirect. To be effective it must run like a thread throughout the whole university life. It must be taught in the lecture-room, caught through contact with fine individuals, and experimented with in daily life. "In their curricula and the general framework of their policy, the universities should deliberately assign a greater place to everything that qualifies the student to be a good citizen, to take an effective part in dealing with the public and collective aspects of whatever sphere of activity he may be concerned."[1] Above all, before he goes down, a student should have acquired a philosophy of life—even though experience may well lead him to modify it later—a philosophy which gives him a moral purpose with regard to the community, and standards of values by which to judge his own actions and those of others. "The perfectly-educated man should have a perception of values in every province—physical, aesthetic, intellectual and moral, in his profession or occupation, in personal, national and international life. He should know the first-rate of all of them and run no risk of being deceived by the inferior."[2]

[1] Sir Arthur Salter. [2] Sir Richard Livingstone.

THE TEACHING OF ENGLISH COMPOSITION

By V. E. STACK, Headmistress, Oxford High School

THE Norwood Committee had a good deal to say about "the poor quality of the 'English' of secondary school pupils". Summarizing the statements made to them by a number of witnesses, they affirmed that "too many pupils show marked inability to present ideas clearly to themselves, to arrange them and to express them clearly on paper or in speech; they read without sure grasp of what they read, and they are too often at a loss in communicating what they wish to communicate in clear and simple sentences and in expressive and audible tone . . . ". I believe that few teachers of English would wholly deny the truth of this criticism, and that all are perfectly ready to give their subject the "attention and overhauling" called for by the Committee. These, however, have been given very often before, and without lasting effect; we evidently need to think along new lines altogether in the matter. The Committee's own recommendations were sound and helpful as far as they went, but they seemed to me to leave the main trouble untouched. In my own attempt to analyse it, I am speaking of the problem only as I have experienced it in girls' schools; but it probably presents itself in very similar form to those who teach boys.

The first fundamental difficulty is that the claims of competing subjects in an overcrowded curriculum make it impossible, in many secondary schools, for children between 12 and 16 to be taught 'English' for more than three periods a week. A reasonably comprehensive literature syllabus at each stage can hardly be covered in fewer than two of these periods; the third is usually given to composition. (This is not, of course, a hard-and-fast arrangement; but, making every allowance for variation and flexibility, these time-proportions probably remain fairly constant.) The whole business of learning to write one's mother tongue correctly, fluently, and if possible elegantly, has therefore to be mastered in this one weekly lesson and its corresponding homework period —(indirectly reinforced by what is learnt in the literature lessons). All grammar teaching comes out of it; debates and oral lectures encroach upon it; it may include (at various stages) formal dictation, the incidental or systematic study of spelling and of punctuation, practice in the construction of sentences and paragraphs and essays, vocabulary exercises, descriptive or narrative composition, letter-writing, précis-writing, comprehension tests, imaginative work, often the study of a good prose book upon which practice can be based. Even assuming that other specialists on the staff do what they can to exact a good standard of written English from their pupils, is it not clear that the first necessity for English teachers is something like twice their present time-allowance? How this can be secured remains at present an unanswerable question.

But we need also something else—something that has never yet been evolved by this country in the teaching of its own language: a recognized syllabus, a coherent and coordinated scheme of work. The teaching of English composition in England is exceedingly conscientious and painstaking; it is almost equally unmethodical and happy-go-lucky. We have always been rather reluctant to teach it along strictly practical lines and in a strictly utilitarian spirit; we can see now the results of this long-continued lack of system. What is it that has prevented us from working out more businesslike and more effective methods?

Generally speaking, I think that in our teaching of English we tend to be oppressed (perhaps unconsciously) by two fears—the fear of suppressing originality, and the fear of creating boredom; and this leads us to attach too much importance to the play of imagination, to free self-expression, to what may be called the 'fun' of English, and to shrink from a more rigorous and constant insistence on form and style which would make our lessons, from the child's point of view, a good deal duller. It is the strong desire of most teachers of English that their pupils should *enjoy* their work in the subject. But such enjoyment (vitally important though it is in the literature lessons) should not be regarded as the only criterion of successful English teaching. Learning to write flawless English, which is what the children should be aiming at, is a most difficult business; it is not just fun. Adequate punctuation, for instance, is not learnt by the light of nature—it has to be methodically taught; but, since learning the right use of the semicolon is not particularly interesting, we cannot quite bring ourselves to *insist* that it shall be mastered at all costs. The sound construction of an English sentence, again, is something that has to be painstakingly learnt, almost like the first principles of architecture; but most of our children's sentences

(Continued on page 110)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

In this first book (which is intended for pupils of 11 or 12) grammar lessons comprehend only the broadest outlines. The other two books are in active preparation.

THE MINSTER ENGLISH TEXTS

Edited by J. C. DENT, M.A., Headmaster, Westminster City School. Each book is provided with two sets of exercises—one on the text in general and the other designed to help more detailed study of selected passages.

ADDISON—The De Coverley Papers. 1s. 9d. AUSTIN—Pride and Prejudice. 2s. 3d. BUNYAN—The Pilgrim's Progress. Part I. 2s. DICKENS—A Christmas Carol. 1s. 9d. ELIOT—Silas Marner. 2s. 3d. KINGLAKE—Eothen. 2s. 3d. LAMB—The Adventures of Ulysses. 1s. 9d. MACAULAY—Essay on Clive. 1s. 9d. SWIFT—Gulliver's Travels. Parts I and II. 2s.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new " Warner and Marten ")

GEORGE TOWNSEND WARNER
C. H. K. MARTEN D. ERSKINE MUIR

The famous " Warner and Marten " completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve " periods " into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. Book One—55 B.C.–A.D. 1603. 5s. 6d. Book Two—1603–1939. 6s. 6d. Section Two—1485–1714. 3s. 9d. Section Three—1603–1783. 3s. 6d. Section Four—1688–1939. 5s. 6d. Section Five—1783–1939. 4s. 3d.

TWO CENTURIES OF CHANGE

A HISTORY OF GREAT BRITAIN AND THE BRITISH EMPIRE SINCE 1688

By E. J. HUTCHINS, B.Litt., M.A., Headmaster, Varndean School for Boys, Brighton, and L. W. STEPHENS, M.A., Assistant Master at Tonbridge School. In two books, each with 30 maps. 6s. each book. Book I, 1688-1830. Book II, 1815-1919.

Modern British History in its Political, Imperial, Social and Economic aspects for School Certificate and higher forms.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 215 diagrams. 5s.

This is the second volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. A third volume—Light—is in preparation.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. See note above.

A SCHOOL ALGEBRA

By C. WOIDE GODFREY, M.A. (Cantab), Headmaster of Thetford Grammar School, and R. C. B. TAIT, B.Sc. Hons. (London), Senior Mathematics Master, High School, Worthing. A course in Algebra, which covers the School Certificate Syllabus of Elementary Mathematics for all the various examining bodies. The book is divided into four parts, each containing a suggested year's work, and is issued in the following forms.

Complete, 4s. With Answers, 4s. 3d.
Parts I and II (one vol.), 2s. 6d. With Answers, 2s. 9d.
Part III, 2s. With Answers, 2s. 3d.
Parts III and IV (one vol.), 2s. 6d. With answers, 2s. 9d.
Part IV, 2s. With answers, 2s. 3d.

FRENCH REVISION TEST PAPERS

By F. BLACKBURN, Modern Language Master, North Manchester High School for Boys. 10d.

Suitable for pupils in the School Certificate year. Each paper follows the same plan: Question I provides a revision of the verbs ; Questions II and III deal with a wide variety of grammatical points ; Question IV is a prose translation; and Question V an unseen translation.

HIGHWAYS AND BYWAYS OF FRENCH LITERATURE

A series of texts by contemporary authors, with serviceable footnotes and vocabulary. Nine titles, 2s. each. Authors included : **Henri Bernay, Jean Charcot, O. Hanstein, Maurice Level, Charles Normand, Francisque Parn, Georges Price.**

LATIN UNSEENS FOR SCHOOL CERTIFICATE

With Hints on the Doing of Unseens. C. H. St. L. RUSSELL, late Senior Assistant Master, Clifton College. 3s.

This book of Latin Unseens consists of 120 pieces of the same standard of difficulty and of the same length as the pieces usually set for the School Certificate. Some of the pieces are taken from Certificate Papers.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

just grow, in a naïve, untutored sort of way that has more horror than charm about it. Spelling, because it is so difficult in English, we have more or less given up in despair, in practice if not in theory; at any rate, half a dozen English teachers will recommend as many different methods of teaching it. With grammar we do better on the whole, because it is recognized as being by nature rather prosaic, rather difficult, rather demanding; children will give to it much the same attention as they give to the grammar of foreign languages, and incidentally get from it a kind of intellectual satisfaction which is quite different from the pleasure they take in making up a story or writing a piece of descriptive prose. The grammatical analysis of a sentence is either right or wrong; if it is wrong, it has to be done again; but an ill-punctuated or ill-constructed sentence does not invariably have to be written again; often it is corrected by the teacher. Would it be better to insist on the rewriting of everything imperfect or slipshod in a piece of composition? Should we return with criticism rather than with praise a highly original, imaginative piece of work which in every formal respect is simply slovenly? Or would all this be so intolerably tedious to the children that they would come to regard the writing of English as dreary and mechanical spade-work? We are back at our old fear of boring them, of suppressing their originality; are we too much hag-ridden by it? Every teacher of English, ploughing a lonely furrow, deals with these formidable difficulties laboriously, hopefully, spasmodically, and too often unsuccessfully—because we have never really agreed what is the best, the most scientifically effective way of tackling them.

A comparison between English and French methods of teaching the mother tongue forces itself upon one here, and has constantly been made by those who have studied the question; it was dwelt upon, for instance, in the Spens Report, in the memorandum on the teaching of English drawn up by the Association of Assistant Mistresses in 1932, and in the Board of Education 1921 report on the teaching of English in England. It is only too evident that the French are more successful than we are in this business; the A.A.M. memorandum speaks of "the precision which gives distinction even to the account in a French provincial paper of a football match, and to the simplest letter from a French schoolboy or schoolgirl", and adds "[this] . . . may be remote from the genius of our language, but a sense of style is not, and there is no question that the general average of this was higher sixty years ago than it is now". I have no first-hand acquaintance with French teachers' methods, but I share the common knowledge that they allow far more time to the study of the mother tongue in their schools, and that their system of teaching it is a great deal more detailed, more scientific, and more logical than ours. Of course, another way of saying this is that it is more mechanical—a word often used in a derogatory sense by the English; we are much afraid of being mechanical. That is why many English teachers dislike, for instance, model essays and model schemes, which the French use more than we do. I think that here we probably strike a fundamental difference in mind between the two peoples, and that one could not successfully teach English to English children exactly as French is taught to French children. But we could take certain leaves out of the French book. We could plan the syllabus of our composition teaching, over a course of years, with more exactitude and thoroughness; we could make up our minds more definitely just how much of the work will be necessarily formal and perhaps laborious; we could decide whether we are going to teach spelling and punctuation incidentally or systematically. We could, at any rate with our younger children, separate the teaching of grammar from that of composition in the time-table so that we could devote a deliberately prescribed amount of time to it; and it goes without saying that we should have an absolutely systematic grammar syllabus, drawn up in relation to what the children are learning simultaneously in ancient and modern languages. And all this should be decided upon by English teachers in consultation; at present, they are all individualists, seldom profiting from each other's experience or seeking each other's counsel. Of the making of little books about English composition there is indeed no end, but their very multiplicity bewilders; our subject needs something like an agreed syllabus.

What we have achieved without one should to some extent encourage us. Our Sixth Forms contain plenty of boys and girls who have been taught to express themselves with competence, if not with distinction; here and there are real stylists in the making; English teachers are often heartened by an improvement which they can definitely ascribe to their own labours at a rather thankless task. But we have grown used to an average standard which is too low, and need to recognize that only by intensive thinking and concerted effort can we reach the great end of teaching *all* our children the right handling of that splendid instrument of thought and expression, the English language.

SCIENCE IN EDUCATION AND TRAINING

PART I

By R. W. STOTT, M.A., Senior Science Master, Rugby School

A VERY notable feature of the last three or four years has been the increased interest in educational matters taken by members of the public who are not directly connected with education. Some of this is no doubt prompted by political aims, but there seems little doubt that we are living at a time when many experienced and thoughtful members of the community are turning their attention to educational problems. This is because the people concerned have encountered much that is wrong in the products of our educational establishments, and so they turn their attention to the curricula and modes of teaching in these establishments in the hope of tracing the causes of the unsatisfactory products. Those responsible for schools and universities should welcome the criticisms of fresh minds and take advantage of their help in bringing about the necessary changes. Since education is a matter of supreme importance, not only to our young people but also for the future welfare of the country, it would indeed be a tragedy if the opportunity of the next few years

(*Continued on page 112*)

Digitized by Google

THE NEW GENERAL SCIENCE SERIES

(General Editor: W. J. GALE, B.Sc., A.I.C.)

This new series, written by experienced authors and teachers, provides a definite contribution to the present-day trend in the direction of more generalised teaching of science.

A FIRST BOOK OF GENERAL SCIENCE

By W. J. GALE, B.Sc., A.I.C.

The author seeks to present in two small volumes an introductory course of science based on a scheme which has been successfully worked and found suitable for the lower forms of Secondary Schools and covers the requirements of the "Senior" type of Elementary School.

Part I. **Mainly About Matter** 2/10
Part II. **Mainly About Energy** 4/-

GENERAL BIOLOGY

By MARY E. PHILLIPS, B.Sc., and LUCY E. COX, B.Sc., F.L.S.

In this volume, the great and fundamental principles of Biology are set out in interesting form by authors of ripe experience, whose previous works on the subject have been widely used. An appendix on practical work will be found useful to those who require guidance in this matter. 3/4

CHEMISTRY

By J. A. LAUWERYS, B.Sc., and J. ELLISON, M.Sc.

A thoroughly modern treatment of the subject—in which the distinction between the so-called inorganic and organic chemistry is ignored—has allowed them to stress the contacts it has with everyday life on the one hand, and with biology, geology and physics on the other.

Cloth Boards, 6/6; Part I issued separately. Cloth Boards, 3/6

GENERAL PHYSICS

By F. OLDHAM, M.A., B.Sc., and E. LANGTON, B.Sc.

The authors of this book have spared no pains to produce a thoroughly up-to-date textbook, in which their mature experience of the teaching of physics is reflected. Whilst stressing the contacts of physical science with everyday life, and with the industry, the more formal and deductive side has not been neglected.

Parts I and II. Cloth Boards, 4/6 each. Complete volume, 7/-.

UNIVERSITY OF LONDON PRESS LTD.

MALHAM HOUSE BICKLEY, KENT

Digitized by Google

were to be allowed to pass. We must neither allow ourselves to relax again into a state of apathy and indifference, nor must we leave everything to be settled for us by the State through bureaucratic bodies.

Since the most outspoken criticisms are directed against those who have taken courses in science, it is proposed first to consider what these criticisms are ; then to attempt to trace the causes of the inefficiencies in our science courses ; and finally to suggest the lines along which a remedy may be found. The following reports and addresses which have recently been issued are relevant in this connexion :

Date.

1918. *Natural Science in Education*, report of a Committee of which Sir J. J. Thomson was chairman.

1938. *Secondary Education*, report of the Consultative Committee on Secondary Education, of which Sir Will Spens was chairman.

1941. *Curriculum and Examinations in Secondary Schools* (The Norwood Report).

1941. Presidential Address to the Institution of Civil Engineers, by Professor C. E. Inglis.

1942. *Memorandum on Post-war Education and Training of Physicists*, prepared by H. Lowery for the Institute of Physics.

1942. *A Critical Review of Education and Training for Engineers*, prepared by A. P. M. Fleming for the Institution of Electrical Engineers.

1943. *The Education and Training of Physicists*, by Professor J. A. Crowther, in Vol. 20 of *The Journal of Scientific Instruments*.

1943. *Industry and Education : a Statement*. Nuffield College, Oxford.

1943. *Education and Training for Engineers*, published by the Institution of Electrical Engineers.

1943. *Educational Reconstruction*, a Government White Paper.

1943. *The White Paper on "Educational Reconstruction" and its Impact on Training for Mechanical Engineering*, published by the Institution of Mechanical Engineers.

1943. Report on University Entrance Scholarships in England and Wales by the British Association Committee on Post-war University Education.

1944. Report of the Chemistry Education Advisory Board, published by the Royal Institute of Chemistry.

1944. Report on Medical Education by the Planning Committee of the Royal College of Physicians of London.

Whereas these reports differ in many ways, there is an extraordinary degree of unanimity on the following points :

(1) That the "scientists" turned out by the universities during the last two decades are too narrow in their outlook, are frequently lacking in character, and are lacking in resourcefulness, initiative, and originality.

(2) That the failings outlined above are probably due to doing unsuitable work at school, excessive specialization, excessive cramming for university scholarships, and lack of adequate co-operation between the schools and universities over their respective curricula and functions.

(3) That we have lost sight of the true function of education, and have substituted for it the imparting of information, and training our pupils either to pass specific examinations or for specific vocations. This criticism is applied not only to schools but also to universities.*

One of the greatest reformers of education in England was Dr. Arnold, Headmaster of Rugby from 1828 till 1842. Even though his influence is well-known throughout the world, it is not irrelevant to emphasize here that his main contentions were that the formation of character exceeds in importance all other considerations, and that education should be based on religion, represented chiefly by a sense of moral thoughtfulness. A relatively minor contribution of Arnold's to education in schools was a broadening of the curriculum by the introduction of modern languages and the encouragement of mathematics, but his real feelings about the curriculum are best illustrated by the following quotation : "I am increasingly convinced that it is not knowledge, but the means of gaining knowledge, which I have to teach." Also there is recorded the testimony of one of his pupils who, when asked whether he had learned anything valuable at school, replied : "I was at school several years and I never regretted it. I learned there what I do not think I could have learned as well anywhere else, how to learn anything I wanted."

The reports already referred to suggest very emphatically that we no longer appreciate the valuable lessons which Arnold stressed so strongly, and it may be worth while suggesting in what ways the present position has been reached, for, as has been stated in several of the reports, we have lost the balance between education and training.

First of all there emerges the unfortunate fact that far too many parents see in education only a means by which their children may earn a larger income or put on a black coat. They do not seem to appreciate that two vitally important elements in a young person's education are the training of character, and the development of the intellect and the critical faculty. If we are to educate our children on sound lines it is most essential that every one concerned with schools should do all that is within his power to make parents understand this important principle, and not to give way and consent to the harmful practice of merely instructing and training the children to pass specific examinations. Headmasters in particular must do their duty in this respect, give every encouragement to their staffs to give sound learning, and must not try to get boys pushed through examinations. Then, again, discipline in class and of the mind is an essential basis to sound learning. Rule with the rod of iron is certainly bad for children, but is it really appreciably worse than lax discipline ? The sensible help of parents is needed here also.

Secondly, we must think less of buildings, organization, and red-tape, and concentrate more on getting the right type of men for our teachers, and putting our curricula in order. Good buildings are necessary and desirable, but they are less essential than good men, and in recent years the improvement in buildings appears to have been achieved at the expense of the quality of the teachers. Buildings impress the public and parents easily, and no doubt a local authority feels proud of having erected them. This is all very right and proper, but it is now time that steps were taken to provide not only the right

(*Continued on page* 114)

* In *Memoirs of a Superfluous Man*, by A. J. Nock, published by Harper Bros., is a most interesting description of the way in which in America education has been largely replaced by training, and of the results of this mistake. This book should be read by all those who are responsible for education in this country.

Digitized by Google

HARRAP BOOKS

THE LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN *A. F. Watts, M.A.*

"The book is most thorough . . . a distinct and new contribution to psychological research and teaching method."—*Schoolmaster.* "Packed with information highly relevant to the teacher's task."—*Teachers' World.* "The pedagogical conclusions are shrewdly and critically drawn, and the book abounds in sound advice to the practical teacher."—*Times Educational Supplement.* **12s. 6d. net**

GROUNDWORK OF EDUCATIONAL THEORY

J. S. Ross, M.A., B.Sc.

"A readable, helpful, and inspiring book, which may be read with profit by other teachers besides teachers in training. Mr. Ross has the gift of clear exposition."—*Times Educational Supplement.* **6s. net**

GROUNDWORK OF EDUCATIONAL PSYCHOLOGY

J. S. Ross, M.A., B.Sc. *Seventh impression*

This book is already well known and is the companion volume to *The Groundwork of Educational Theory.* It aims at giving to students of education a workable knowledge of human nature, so that they may base their craft on a suitable foundation. **6s.**

THE PRINCIPLES OF TEACHING METHOD

A. Pinsent, M.A.

"It would be hard to overpraise this book. . . . It is an all but complete guide to the practice of teaching, written by a man of experience in the art no less than in the science of teaching. It is this combination of theory and practice that gives the book its rare value, its sane progressiveness."—*Teaching.* "This is a very good book by whatever standard you judge it."—*Education.* **9s. net**

LANGUAGE STUDIES AND INTERNATIONAL RELATIONS

J. O. Roach, M.A.

"Mr. Roach's brochure makes a timely appearance. Mr. Roach has an attractive proposal for co-operative study. This suggestion and his proposals for reform of modern language courses in the University teachers should study at first hand by reading his pamphlet."—*Modern Languages.* **1s. 6d.**

MILITARY FRENCH

Francois Denoeue

This new book is designed to meet the demands for up-to-date text-books about military, naval, and aviation French. It will equally suit the beginner or the person wishing to start French all over again. Each lesson has three parts—a grammar review, a list of words and idioms, a reading passage. Illustrated, and with vocabularies. **10s. 6d. net**

MODERN PORTUGUESE DICTIONARY

Richardson and Pereira

A new dictionary with Portuguese/English and English/Portuguese sections. The reformed spelling is used throughout and special Brazilian deviations are clearly indicated. For the student, traveller, or commercial user. **8s. 6d. net**

GEORGE G. HARRAP & CO. LTD.

182 High Holborn
London W.C.1

Digitized by Google

number of men but the right quality also. Thus, and thus only, will the children be soundly educated.

Last, but not least, comes the question of the effects of university scholarship examinations and of other examinations upon the type and extent of the work in science done in schools. With this is closely connected the effects upon the schools of the rapid advance in scientific knowledge.

Recently, examinations have been very severely criticized, and there is a tendency to blame them for everything that goes wrong in a school. This is not only unjust but definitely wrong. Properly used and controlled, external examinations provide a very necessary discipline in the work, stimulus to both pupil and teacher, and a means whereby it is possible to maintain common minimum standards throughout the many schools. An examination is no undue strain on a person who is ready to take it, and if children find them so is it not because they are either attempting the examination before they are ready for it, or else they are not good enough to take it ?

However, there seems to be little doubt that the keen competition for university scholarships in science has been largely responsible for unsuitable work being done in schools, and for what is dangerously described as excessive specialization. In this respect Cambridge University bears most of the blame because, for obvious reasons, the ambition of most boys who study science is to gain a scholarship to Cambridge. Furthermore, in the absence of adequate arrangements for giving financial aid to those who need it, the winning of a scholarship to a university is almost a matter of life and death. It is therefore necessary for schools to place the winning of scholarships above almost all other considerations when planning their science courses, and, since there will generally be one or more candidates for a scholarship to Cambridge, the pace and scope of the advanced work are set by the demands of that university. Since in most schools those going on to a university have to be taught alongside those who are not, the demands of the university effect candidates and non-candidates alike. It is for these reasons that Cambridge scholarship requirements have so far-reaching an influence over the science teaching in the sixth forms of secondary schools.

For many years now there has been at any rate an apparent increase in the amount of factual knowledge required by the scholarship examiners at the Cambridge colleges. This is partly due to the tendency of teachers to teach in their schools most of what they themselves learnt for their degrees, much of which is unsuitable for boys, but it has also been unconsciously encouraged by the scholarship examiners. They set questions on advanced topics in order to see how the candidates will tackle a problem unknown to them. And with what result ? The next year this topic, and one or two others which the teachers spot as possibles, are carefully included in the school scholarship work. Also, which of two candidates wins the scholarship, the one who makes a first-class attempt at tackling the unknown problem or the one whose master has spotted the question as a possible ? As will be explained later, it seems most likely that the scholarship examiners at Cambridge have considered this difficulty sympathetically, and that their methods may be modified.

Other factors which have caused excessive specialization are more difficult to control than examinations, and are probably as much to blame. These are the rapid advance in scientific knowledge, the keenness of both masters and pupils on their subject, and the fact that in schools it is necessary to teach in the same classes boys who are going on to a university and those who will study no more science after they have left school. The last of these seems to be too little appreciated by the universities which, quite naturally, think of the secondary schools as training-grounds for the universities. If those boys who are not going on to a university (and they are the majority in our secondary schools) are to be given an adequate course in science, it is necessary to cover at school a portion of the work which should be done at a university. For instance, it would be wrong to omit completely from the physics course topics such as alternating current, radio, or the quantum theory ; and it would be just as wrong to omit any of the ordinary groups of elements in the periodic table, or aromatic chemistry. When the shortening of the syllabuses in science subjects is considered it is most essential to bear this in mind.

At this point it is interesting to compare the results of education in classics with those of education in science, for it is significant that the serious complaints voiced against scientists are not also voiced against those who have taken classics as their choice. Admittedly the competition for the classical scholarships is very much less than that for the scholarships in science or mathematics, because in classics there are far fewer competitors and usually more scholarships available ; nevertheless a great deal of relatively advanced work is done in the classical sixth forms. Thus, if the advanced work for scholarships were the main cause of the unsatisfactory results in science, surely we should find it having a similar effect on classical education. In what ways, then, do the factors concerned differ for the two subjects ?

The most obvious differences are that there is far more competition for science scholarships, and that the subject is different. Of these the most important factor would seem to be the latter.

Unless there is ample time, and the teachers are really first-class, science tends to consist too much in the assimilation of information from lessons or text-book, and in directed experimental work in the laboratory. This corresponds to the learning of grammar and vocabulary, but in no way does it replace the mental gymnastics involved in Latin or Greek proses. Nor does it bring the pupil into contact with meanings, values, and human feelings. In short, science is not a humanizing subject. Furthermore the deductions in science, which certainly are good mental gymnastics, involve much more close and detailed reasoning than is involved in any linguistic study, and so the young must be given more time to struggle with them. As things are at present in most schools they have to be led by the hand through these deductions to too great an extent, and so from an educational point of view the value of the work is to some extent lost through the necessity for hurry. Even at the post-School Certificate stage insufficient attention is given to observation and deduction *on the part of the pupil*, and here again it is due to having too much ground to cover in the time available.

Another possible difference between the classics at one extreme and science at the other may be in the requirements for a first-class degree at a university. Whereas in classics a first-class degree can be gained only by a person with first-class ability, in science a man with second- or third-class ability can gain a first-class degree by great determination and hard work. This is because even at a university the amassing of information constitutes a large proportion of the examined work in science subjects. Not

(*Continued on page* 116)

Digitized by Google

SECOND EDITION READY SHORTLY

Principles of Physical Geology

PROFESSOR ARTHUR HOLMES

Regius Professor of Geology, Edinburgh University

"This book will undoubtedly be welcomed by teachers and students of geology and geography, and it should be included in the reference libraries of post-primary schools and training colleges. . . . The author has made a valuable contribution to education in its widest sense."—*Times Educational Supplement.* "A pleasure to handle and a delight to read."—*Scotsman.* *With many plates, diagrams and illustrations.* **30s.** net

Nelson's Aeroscience Manuals

"A series of Aeroscience Manuals designed to cover the whole field of the sciences underlying the principles of aeronautics. The authors include some of the foremost scientists and teachers of the present day."—*Belfast News Letter.* Each **5s.** net

ALREADY PUBLISHED

Night Bombing
Flt/Lt. Hector Hawton

The Men Who Fly
Flt/Lt. Hector Hawton

Chemistry and the Aeroplane
Vernon J. Clancy

Aerodynamics of the Aeroplane
W. L. Cowley

Air Navigation
E. R. Hamilton

Weather Study
D. Brunt, F.R.S.

Elementary Mathematics
Professor H. Levy

Elementary Statistics
Professor H. Levy, M.A., D.Sc., & E. E. Preidel, M.Sc.

Basic Radio
C. L. Boltz

Modern Trigonometry
M. J. G. Hearley

Mechanical Physics
Professor H. Dingle

Sub-Atomic Physics
Professor H. Dingle

TWO NEW VOLUMES IN THE

Practical Work Books

A wartime series designed to give younger children practical knowledge about present-day conditions and problems and to prepare them for intelligent citizenship of the post-war world.

Australia

DAGMA ANDERSON

An account of the history and development of Australia, its size, climate and people—their education, government, occupations, pastimes, forming a complete course for individual, group, or class study.

Union of South Africa

JULIAN MOCKFORD

Mr. Mockford, stressing the human aspects of South Africa to-day, rather than formal geography and history, presents a vivid picture of life in the Dominion. He shows the interplay of British, Afrikaners, Native peoples, and other races, and the setting of their work and play.

Illustrated. Stiff Covers. Each **1s.**

Religious Education in the Senior School

R. L. ARUNDALE

"The author traverses the whole range of religious training of the adolescent. It is a masterpiece of industry and condensation. Obviously the work of a practical teacher who has tested theory on the hard anvil of experience."—*Education.* **8s. 6d.** net

Play Way English for To-day

D. A. BEACOCK, M.A.

"Caldwell Cook's work at the Perse School was a source of inspiration to many hundreds of teachers. This story of his life, written by one of his pupils, is particularly valuable because it contains, in addition to biographical details, an account of his Play Way methods in the classroom."—*Times Educational Supplement.* *Illustrated.* **8s. 6d.** net

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

so very long ago, Lord Eustace Percy stated that there are far too many undergraduates who " do not come to the university to read for a degree, but to be lectured into one ". It may be the fault of the schools that so many undergraduates have that outlook, but it is certainly the fault of the university concerned if they continue to have it till they take their degrees. Such a system of lecturing people into degrees is far too common in our universities, and it is applicable only to the amassing of information. In this respect the universities are nearly as guilty as the schools, and they have less excuse.

PENNY PLAIN OR TUPPENNY COLOURED?

By IDA M. TRAVIS, Headmistress, St. Francis Xavier's Infants' School, Liverpool

AMONG the many changes that have taken place in the infants' school during the last few years is one almost universally accepted but little comprehended; that of terminology. " Teaching " is now " training ", while the former " subjects of the curriculum " are referred to as " Infant School Activities ". The fact remains, however, that the person engaged in training the young child is still the teacher, and the activities directed by her are the former subjects in more attractive and palatable guise. Thus there is still to be found among the many and varied activities of the modern infants' school that subject which still remains the essential accomplishment of an educated child—*Reading*.

It is the subject, activity, topic, or what you will, which once held pride and place as foremost of the three Rs, and which at the present day is most frequently discussed, criticized, and even ostracized. It is not always the educationist and psychologist who, in reassessing the importance of reading, would banish it entirely from the infants' school, but rather is it the well-meaning enthusiasts who regard the reading lesson as a trial for the teacher, boredom for the children, and waste of time and energy for both. They make the mistake however of associating the faulty methods of teaching with the subject taught, and their arguments are often based upon that type of lesson where meaningless drill and routine are the only laborious approach to the First Primer.

The First Primer! One can agree with the critics in wishing to expurgate the infants' school of reading-books whose sole merit lies in the fact that they introduced the " sounds ", for, whereas the more fortunate juniors and seniors may wander through the realms of story, and along the paths of literature, the infants are often obliged to follow and stumble over the inglorious adventures of " J-ill and B-ill in the r-ill by the m-ill ".

There has of late been a decided improvement in the type of books for beginners, but, where the method of approach to reading is exclusively phonic, the matter must necessarily remain stunted and mediocre. The use of the phonetic method is an essential and necessary part in the process of reading, but the infants' school has in the past been inclined to put the cart before the horse in its earnest endeavour to give the child the tools of reading before he is able to comprehend their use, mechanism, and value.

The method is both slow and laborious, and it is difficult to assess what meaning, if any, it has for the young child. The sounds of the individual letters may be learnt by children of 5 and 6 years, but only in rare instances do they seem capable of seeing the relationship between the sounds in a word. Most people read by seeing and recognizing the whole word, and not by breaking it up into sounds, and, although phonic may be acclaimed as a logical method, it is necessary to remember that English is an illogical language. For example, a child taught the sound " O " as in *Ox*, would find it puzzling to decipher a familiar Ministry of Health poster which asks " How much does your cold cost ? "

What appears to be necessary is to establish in the child, first of all, an attitude towards reading which is both satisfying and pleasant, and at a later age of 6 plus or 7 years to introduce phonetic work as supplementary to reading from books, comics, class newspapers, and informal reading matter. Many teachers will cry out that groundwork (otherwise grindwork) is essential, but does not the architect first see the picture of his creation before he begins to draw to scale, and is the child to be debarred from experiencing the satisfaction of reading until he has mastered the " sounds " ?

Most children enter the infants' school with an established idea that they are going to be taught to read, probably due to parental ambitions and hints; and tradition, which has endowed the subject with such importance, seems also to have implanted in the child's mind the idea that cleverness is synonymous with ability to read. But, although the children want to read, it does not naturally follow that they want to learn to read. Neither is it to be presupposed that all our youngsters are of the lively type. Indeed many are lethargic, others may be retarded mentally and physically, while some are simply lazy, yet most of them take pleasure in achievement, and, as nothing succeeds so well as success, it seems evident that the young child's first attempts at reading must be successful. This achievement should be rapid, even spectacular in the outset, the goal must be quickly reached, and only after the young child has assured himself of the fact that " I can read " should the slower process of phonetics be attempted.

It is chiefly through informal reading in the infants' class (5 years) that children gain assurance of their reading capabilities. Large words on cards are used to associate the printed word with the spoken one, both familiar and new, the child recognizing it chiefly by its design. Some, more mentally alert than others, may discover certain facts relating to different words as *e.g.* that " *John* " and " *James* " begin the same way, or that the names of the days all have " the same little bit of the end ", but such observations are incidental to the reading of the word.

The drawback of this informal reading lies in the fact that it is informal, and the words read have little or no connexion with each other, except that they centre round the child's school life and interests. Although they serve to familiarize the child with the printed word, it is doubtful if he would connect the card " *House* " with the same word on the page of a reading book. Neither is the children's conception of reading centred round labels, notices, names, and flash cards, but reading to them means a book and a

(Continued on page 118)

Digitized by Google

EDWARD ARNOLD LONDON

English

Interpretation for Higher School Certificate

By **E. E. ALLEN**, B.A., Senior English Master, Tollington School. "An admirable two-year course."—*The A.M.A.* **2s. 3d.**

Exercises in Précis and Comprehension

By **E. E. ALLEN**, M.A. and **A. T. MASON**, M.A., Tollington School. **2s. 6d.**

These 53 passages, mainly from contemporary authors, provide material for précis and for the comprehension tests which follow each one, including topics for class-room discussion or debate. *Reprint now in hand.*

Georgian Essays

Edited by **ELIZABETH D'OYLEY.** Over 40 essays of the last three decades, with brief notes. **3s.**

English Exercises for School Certificate

By **R. W. JEPSON**, M.A., Headmaster, The Mercer's School, Holborn **2s. 6d.**

A well-known course of 30 exercises, containing hints on précis and essay-writing. A large number of extra passages for précis are included at the end.

Science & Mathematics

A Junior Physics

By **W. G. ALLANSON**, B.Sc., Senior Science Master, Wigan Grammar School. **3s 3d.**

A course for the first two years, with practical everyday applications introduced wherever possible.

A Junior Chemistry

By **S. R. STUBBS**, M.Sc., Senior Science Master, City of Leeds School. **3s. 3d.**

A companion to Allanson's "Junior Physics," similar in scope and treatment.

Simple Algebra

By **MICHAEL MILFORD**, Chief Mathematical Master, Repton School; and **R. C. LYNESS**, Senior Mathematical Master, Bristol Grammar School. With answers, **3s. 6d.** Without answers, **3s.** An easy and readable book for beginners.

General Mathematics

By **LEONARD TURNER**, Head of the Mathematics Dept., Coventry Technical College. Book I., **3s. 6d.** Book II., **5s.** Both with Answers and Diagrams.
A reprint of Book I is now in hand.

French

The "Peloton" Books

By **H. A. CARTLEDGE**, M.A., are real treats for third-year pupils, with exercises, pictures, and vocabularies. **Pelotonos Libérateur de la Bolognie** (2s. 3d.) is a riotous account of the doughty poilu's policy as dictator of that mythical State. **Les Souvenirs du Poilu Peloton** (2s. 3d.) shows what he can do in the Münchausen vein; and **Peloton Détective** (2s.) recounts his adventures as local café proprietor and Sherlock Holmes.

Histoires de Fantômes

Translated into French and edited with Notes and Vocabulary by **R. P. L. LEDÉSERT**, Licencié en Droit, Licencié-ès-Lettres, Assistant Master at Eton College. **2s. 6d.**

An addition to the Senior Group of *Arnold's Modern French Series*, consisting of four of Dr. M. R. James's famous ghost stories.

Frère Jacques

And Other Simple Plays. By **SIMONNE S. MANSON**, B.A., St. Christopher's School, Letchworth. Illustrated by JEAN ROUTIER. Vocabulary. **2s.**

Five graduated plays for first-year pupils which provide conversation practice at the earliest possible stage.

French Prose Composition

for First Examinations. By **H. A. CARTLEDGE**, M.A., and **H. E. D. AXTON**, M.A. **3s. 6d.**

"A competent reference grammar, containing everything needed (and a bit over) for School Certificate and similar examinations."—*A.M.A.*

EDWARD ARNOLD & CO.
LONDON: 41 & 43 MADDOX STREET, W.1

Digitized by Google

story, and, whereas the majority possess books and comics at home, these are frequently held back at school until the " sounds " have been learnt.

When John aged 5½ was late for school his grandmother offered the excuse that " He *would* finish reading his comic ". According to school standards John was still unable to read, but it was evident that there was in his comic an appeal and interest not found in school books or school methods. Is it too *infra dig* for us as teachers to follow the lead of the " tuppenny coloured " paper ? Up to the present no publishing firm has been enterprising enough to produce a comic for use in the infants' school, but while waiting for them to do so there is no reason why the enterprising teacher should not let her class make their own and use it as the happy introduction to reading.

There are still many parents and teachers who, while subscribing to *Punch*, condemn comics for children. Their condemnation is usually based upon the matter, pictorial representation, and slang expressions used, but the school paper could remedy these defects while still retaining the essential features of the comic. One of these essentials, and one most frequently omitted from Infant Readers, is the spirit of fun. Practically all children have a keen sense and appreciation of what is funny, but unfortunately learning and fun have for too long been separated in many of our infant schools. The subject-matter of the class comic will be quickly supplied by the children themselves from stories they have heard, films they have seen, or from their own exciting experiences.

The fact that " big " words may be involved does not necessarily imply difficulty in recognition. The very size and picture of the large words make them easier to remember than the small but complicating *No, On, Was, Saw, Pot, Top.* Children of 6 have been known to fail in correct reading of some of the first words of the Burt Test although able to recognize such words as " paratroop " and " embarkation " in the newspaper.

The illustrations which are another essential feature of the comic could be produced by even very young children, who, in progressive infants' schools, are encouraged to express their imagination through the media of art. The words which, together with the picture, relate completely, quickly, and dramatically, the necessary story could be hectographed by the teacher and the strips posted under the appropriate picture, thus giving the appearance of the genuine comic.

Children's interests are now the accepted pivot of educational development, but it would seem that in the matter of reading the absorbing interest in the comic, book, and story is frequently overlooked, sometimes deferred, and often completely ignored; but the fact that these find a predominant place in the home life of the young child is surely in itself sufficient reason for an early inclusion in the reading activities of the modern infants' school.

THE TEACHER AS HEALTH-OBSERVER

By a SCHOOL DOCTOR

THE time of the teacher is at present encroached upon by so many extraneous duties that it would seem unfair to add to her (or his) activities. She may, however, be interested to know of certain ways in which, by merely exercising her powers of observation in class-room or play-ground, she can assist materially in the important cause of child welfare.

The teacher of junior and senior boys and girls does not have to deal with the tumbles and 'tummy-aches' of the nursery school; her pupils are learning to read and write, and take part in organized games and physical exercises. She may, on the other hand, have the opportunity of noticing during the school day the first appearance of some really important defect or disability. The visits of the school doctor and nurse are, of necessity, limited in their frequency, and some defects, in any case, might show themselves only when a child was performing some task or other. Signs of illness might be absent in the early morning, and present themselves with dramatic suddenness during the morning or afternoon school session. It is, however, not the attack of illness so much as the physical defect in which the co-operation of the teacher is suggested.

1. *Eyesight.* The vision which enables a child to read the test-types at one inspection may deteriorate during the two or more years intervening before the next inspection. Measles, or some other illness, may light up some inherent weakness, and a squint, which was not present previously, may make its appearance. The teacher may notice readily that the child strains to see what other children of the same age see with ease. He may express a desire to sit nearer the blackboard or in a better light, or may hold his lesson book at an unnatural distance from his eyes. If the teacher will convey this information to the school nurse, so that the latter may make a fresh, and perhaps more intensive, eye test, she will be rendering valuable service.

There are many eye defects, such as squint, which are curable in childhood by the wearing of suitable glasses, yet the number of the children who leave off their glasses at every opportunity is tragically large.

The motive may be vanity, or they may fear the ridicule of other children. Any influence which the teacher may exert, either in a disciplinary manner, or by pointing out the effect of weak sight when the time comes to seek employment, to promote the wearing of glasses when necessary will be a great help.

2. *Nervous Manifestations.* An inability to keep still may be far from being merely a silly habit. Fidgeting about in a chair, possibly accompanied by furtive scratching, may be caused by the irritation of worms. Twitchings of the limbs and face muscles may indicate the presence of St. Vitus' dance, a disease of rheumatic origin which is capable of affecting the heart. A momentary period of abstraction, during which the child seems deaf and oblivious to what is going on, and may appear to be on the verge of fainting, may actually be minor epilepsy. To make the school nurse, or the parent, conversant with these signs and symptoms may be to save the child from a lengthy period of ill-health.

3. *Physical Exercise.* Breathlessness or pallor on exertion does not imply laziness or repugnance to physical training. It may, particularly in a child doing such exercises for the first time, or resuming them on return from such an illness as scarlet fever, indicate some heart weakness which should receive immediate attention. Imperfect marching, or fatigue

(*Continued on page* 120)

Digitized by Google

LONGMANS

MODERN TEACHING, PRACTICE AND TECHNIQUE

By J. H. PANTON, M.A.

This book will prove of great value to all men and women now entering the teaching profession. The treatment is intensely practical, suggestive rather than prescriptive, liberally illustrated by reference to actual school conditions, and on lines which the author has tested out and found effective during his experience of teacher-training. **8s. 6d.**

AN INTRODUCTION TO AN ENGLISH HIGHWAY

By A. R. MOON, M.A., and G. H. McKAY, B.A.

"Constitutes an attractive and practical approach to grammar, and provides a series of well-devised questions to test comprehension and appreciation and secure clarity of expression."—*Schoolmaster.*

2s. 3d.

BE PROFICIENT IN ENGLISH

By A. R. MOON, M.A. ENGLISH FOR CADETS: A SELF-TESTING COURSE.

The course covers spelling, punctuation, comprehension, avoidance of ambiguity, précis writing and the setting out of applications and reports in a correct Services manner. A unique feature is that a detailed scheme accompanies each branch of the subject taught.

1s. net

BRITISH AND FOREIGN HISTORY

By E. H. DANCE, M.A.

BOOK I. CHRISTENDOM AND BEYOND. THE MIDDLE AGES. **3s. 6d.**

BOOK II. NEW EUROPE AND THE NEW WORLD (16TH TO 18TH CENTURY) **3s. 6d.**

BOOK III. THE MODERN WORLD (SINCE THE 18TH CENTURY) **3s. 6d.**

"The foundation of a critical sense is laid by exercises on the Source Readings, carefully chosen and varied, and by questions accompanying the illustrations; some of these break new ground. Linked with charts and diagrammatic maps, they form an integral part of the study planned in this intelligently simple survey of world history."—*The Times Educational Supplement.*

ELEMENTARY GENERAL SCIENCE

Edited by J. M. HARRISON. BOOK I, **4s.** BOOK II, **4s. 6d.** BOOK III, **5s.**

"The author of this series has interlinked the sciences much more successfully than is usual in books on General Science. . . . References to the work of great scientists, to modern industrial practice, and to familiar phenomena of everyday life occur frequently in the text. There are some useful half-tone illustrations and a large number of clear and effective line diagrams. This soundly written and well-produced series should have a good reception."—*The Times Educational Supplement.*

ELEMENTARY MATHEMATICS FOR RADIO STUDENTS

By W. E. FLOOD, M.A.

Written for those who are not "mathematically minded", or who have not had the opportunity to study advanced mathematics at school, this book explains the elementary methods of calculation which a wireless student requires. It contains over 400 problems and 8 pages of specially prepared tables. **1s. 6d.** net

ELEMENTARY ELECTRICITY FOR RADIO STUDENTS

By W. E. FLOOD, M.A.

All who study wireless must know something about Electricity. This book presents the subject in such a way that those with no previous knowledge of electrical theory can acquire a sound background of accurate facts. The text is fully illustrated by line diagrams and ample exercises are included for practice.

1s. net

LONGMANS, GREEN & CO., LTD., 43 ALBERT DRIVE, LONDON, S.W. 19

Digitized by Google

on standing, may result from flat foot or other defect which may have escaped observation.

A visit to the school clinic may result in such cases being cured before bones and ligaments have grown beyond the stage in which they can be moulded and trained.

4. *The Ears.* Deafness, like eye-strain, may arise between one medical inspection and another, and may be more obvious in the class-room than in the home; it may, like eye-strain, arise in a child who has recently had an illness.

5. *Some Rare Conditions.* The child who takes his meals in school may be observed to have an excessively large appetite. This, especially in one who is obviously not putting on much weight, may be a sign of disease and not of mere greed. Rapid gain in weight, possibly with some degree of mental sluggishness, may be a form of obesity caused by a glandular defect.

A frequent desire to leave the room, and repeated requests for drinks of water, may be mannerisms on the part of a child who wishes to attract attention to himself; they may, on the other hand, be perfectly genuine, and be the signs of such a disease as diabetes. Apart from their disturbing influence on other children, therefore, their real origin should be discovered.

Some of the conditions outlined above are of comparatively rare occurrence; many of them are all too frequent. The mother, even if she be not prevented by war work from seeing as much of her child as in normal times, may be of the type which still regards the danger-signals of rheumatism as "growing pains", and a squint as an inherited and incurable evil. She may, on the other hand, be fully appreciative and receptive where advice on welfare is concerned, and yet not possess the keen eye and intelligence of the teacher, who knows that her work can only be absorbed by those of fit mind and body.

CORRESPONDENCE

PLATO'S "REPUBLIC" AND GERMAN EDUCATION

SIR,—I feel that two such potent denunciations of Plato's teachings as those submitted by Dr. Neurath and Mr. Lauwerys should not be permitted to pass unchallenged. One of your readers, Mr. Garforth, raised some interesting points to which the writers' latest article is not a completely satisfying reply.

They maintain that a naïve reading of the *Republic* produces the impression that its "main bulk so far as institutions are concerned starts off from the idea of war". The reading which produced such an impression without any qualification would not be naïve but cursory. The writers fall into exactly the error which they are anxious that all readers of Plato should avoid—the art of judicious quotation, or rather of judicious reference. In the very paragraph to which they refer (373) Plato says "we have further traced the origin of war to causes which are the most fruitful sources of whatever evils befall a state". The causes are summed up in the same place as the "unbounded acquisition of wealth". If the State aims at unlimited wealth and luxury, then undoubtedly war will be unavoidable. Now, Plato feels that other States will have such aims; hence an army must be trained to defend the citizens. For Plato, then, war was inevitable, either through the corruption of one's own State or because of avaricious neighbours. From this standpoint, it would be a very third-rate statesman who neglected to provide his country with an army. Moreover, if an army was necessary, why not an efficient well-trained force? This body is, as Mr. Garforth points out, merely a part—a defensive part—of the administrative class of Guardians. No attempt was made by the writers to answer this point.

A further glaring example of judicious quotation is to be found in the statement that Plato "despises such democratic ideals", that is, the ideals "of government of the people, by the people, and for the people". Surely no one maintains that the "democracy" which Plato denounced with such vigour denotes the form of government so named to-day. The democracy that he had in mind was such as existed in Athens—which he calls "an agreeable, lawless, parti-coloured commonwealth" (558). Government was certainly by the people, but hardly for the people's benefit. Offices were filled by lot without reference to individual capabilities. Plato desired government by the best, no matter whence they came. In a modern democracy, the adult population has some control of government, but the actual administration is delegated to those who are considered most suitable—a thoroughly Platonic notion. In the *Republic*, as in a modern democracy, there is to be throughout the State a *carrière ouverte aux talents*. Two elements in the Athenian democracy suffice to make it vastly different from our own—slavery, and the principle that there exists absolute equality, not merely of opportunity but of capability. One citizen was quite as suitable for office as another. It is not surprising then that Plato despised such a weak system. To use his paragraph on government by lot to maintain that Plato despised democratic ideals is an unwarranted procedure not supported by the text.

In conclusion let it be said that the *Republic* is by no means beyond all criticism—not even the most ardent Platonist claims that—for the theories of a pagan philosopher cannot be completely satisfying to a Christian people. Nevertheless, the view which finds it easy to despise this treatise as "entirely anti-Christian" and which cannot understand how any one praises Plato, is exaggerated. Fortunately, such an attitude is neither very common nor very convincing.

(Rev.) P. J. McNICHOLAS, A.A.

The Becket School,
West Bridgford, Nottingham.

SIR,—It would not be prudent of me, nor have I the qualifications, to enter into the controversy in your pages between Mr. F. W. Garforth and Dr. Otto Neurath on Plato's *Republic*. But I venture to suggest that the reason why the Nazis are so much attached to Plato, and so little interested in Aristotle, is that Plato affirmed the right of the *élite* to rule, while Aristotle, after examining this theory in his *Politics*, denied the right.

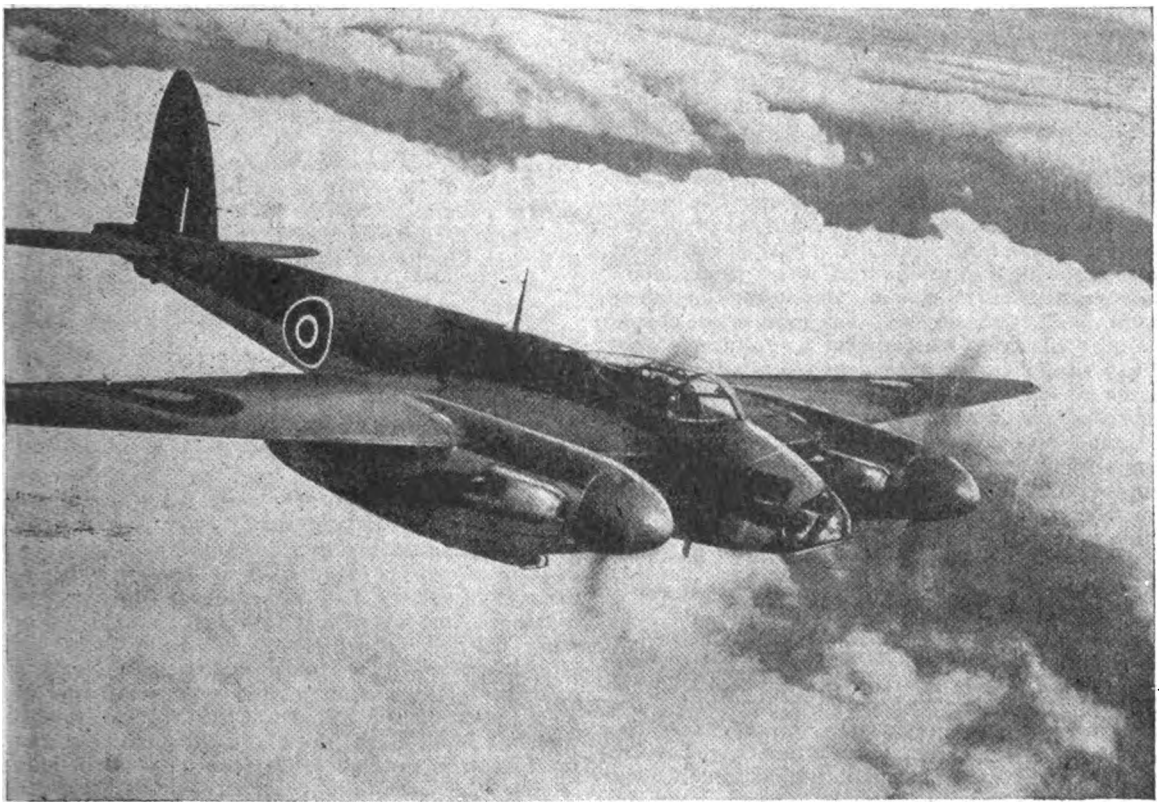
SIMPLE SIMON.

CONFERENCE OF EDUCATIONAL ASSOCIATIONS

SIR,—In your February number a summary of my remarks at the Conference of Educational Associations says that I "stressed the value of vocational

(*Continued on page 122*)

Digitized by Google



PROGRESS IS IN THE AIR...

During these long war years, we of the E.S.A. have been proud to devote our energies, technical facilities, and the specialised knowledge, experience and skill of our trained craftsmen, to such vital war work as the production of main planes for Mosquito aircraft.

Now, however, it is time to look ahead. Following the war will come years of steady, constructive development, with EDUCATION as the solid rock on which all human progress must be founded.

E.S.A. (since 1870 the leading specialists in school furniture and equipment) look forward to assisting in this great work, with all that is best in modern design, materials and workmanship.

1870 ESA 1945

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1 *Telephone:* Holborn 9116

Stevenage, Hertfordshire *Telephone:* Stevenage 500 —— 101 Wellington St., Glasgow, C.2 *Telephone:* Central 2369

E/A8

Digitized by Google

education". This may give so misleading an impression that I ask you to allow me space for correcting it.

What I did was to draw a distinction between (*a*) "vocational education" in the narrow sense of training in the mere technique of earning a living, and (*b*) education considered as a preparation of the individual to fulfil his vocation in life in the widest sense. I agreed with those who condemn the former interpretation as a totally inadequate conception, but pleaded for some fresh straight thinking on the latter. The main purpose of my address was to think aloud on this matter, and to give my ideas as to the sort of vocation in life that may lie before most of our people born into this age. I urged that to do our "jobs" well is a vitally important element; but I showed, too, that my conception included what St. Paul meant when he spoke of "the vocation whereunto you are called".

I would not trouble you with a letter unless I thought this matter to be of such fundamental importance that misunderstandings, even of an unimportant speaker, ought to be corrected.

House of Commons, S.W. 1. GEORGE SCHUSTER.

THE BURNHAM PROPOSALS

SIR,—Will you allow me to follow up my article in your January issue by making a few remarks on recent developments.

Some of the indications are disappointing. The endorsement of the Provisional Agreement by the Association of Education Committees, the London County Council, and, of course, the National Union of Teachers may imply that the Agreement will be endorsed by both Panels of the Burnham Committee. This endorsement will be only by a majority vote in the case of the Teachers' Panel, and it may possibly be by a majority vote in the case of the Authorities' Panel, for, at the moment of writing, the decisions of the County Councils Association and of the Association of Municipal Corporations have not yet been reported.

There is as yet no sign that any steps will be taken by the Burnham Committee itself to meet the objections put forward by the Secondary Associations. That is a pity, for it means that the Burnham Committee, which was established to secure an orderly and progressive solution of the salary problem, will in this instance adopt a course which is neither orderly nor progressive. Perhaps I am too pessimistic. But the possibility has to be faced that the present agreement will be submitted unaltered to Mr. Butler, who has repeatedly stated that he must either accept or reject it as a whole.

During the last few weeks persistent efforts have been made in the House of Commons to obtain an assurance that there shall be an opportunity for discussion before Mr. Butler makes up his mind on the subject. In the end, Mr. Attlee gave an undertaking that the Government would endeavour to make arrangements for this. Public opinion has been further influenced by the impressive letters from representative headmasters and headmistresses which have appeared in *The Times*, showing how drastically the proposals will affect the salaries of headmasters and headmistresses in the future. In fact, in many quarters that really matter, the case against the present inadequacy of the graduate allowance and of the general ill-effects which the proposals are bound to have on the future of higher education in this country is thoroughly understood, and determined efforts will be made to remedy the situation.

Woodburn, S. B. LUCAS.
Ilkley.

THE EDUCATION ACT

SIR,—Very many people who welcomed the White Paper are disturbed at the way the Education Act is developing.

The Act can be a great social instrument if, besides his other reforms, the Minister would bring the boarding schools into the national system, safeguard the future of the older day schools, and enable the new secondary schools to become something better than higher elementary schools.

The graduate scales must be increased if day schools are to continue to produce the scientists, engineers, and airmen, &c., who have played such a great part in our recent history.

With the boarding schools taking, besides some old inhabitants, boys from the primary school and a reasonable number of children from unfortunate homes (the boarding houses of day schools should do the same) they would fulfil a much more vital function than they do at present. Both boarding and day schools need a new spirit. Civilization may be submerged, England may become second-rate. Both these results can be avoided if in our schools we educate all classes together, if we develop our great reserves of talent, if we bring school and life closer together. One school for all will help, but that school must cultivate equally active love of ideas and citizenship and the general enthusiasm for the machine. The machine and science grow more and more important, and all boys at least (future administrators as well as engineers) should grow up among machines and test-tubes. But we must in the same school (the technical grammar school), through language and literature, religion, history and geography, give a living background to life and thought.

If we introduced a partial half-time system from 15 onwards we should ease the transition from school to work, enable the child to try more than one trade or profession, bring school and works or office into fruitful relationship, and give meaning and direction to school work. There will be crisis after the war, but, if people realize that all children should have the opportunity to develop and find the right niche, that money and position should give less advantage, that school should bear a closer relation to life, we shall have a better chance of coming through without conflict and shall not need a new Education Act in ten years' time.

Colchester R.G.S. A. W. FLETCHER.

THE INDEPENDENT SCHOOL

SIR,—*The Oxford Times* of February 9, 1945, reports an address by Mr. J. H. R. Lynam, Headmaster of the Dragon School, Oxford, to the Oxford Rotary Club criticizing the Education Act, 1944. Mr. Lynam is stated to have found much to criticize. "First of all, the whole of the State system of education is based on an age break at the age of 11. This seems to me to be a complete fallacy and one for which there is no educational justification." It will be recalled that this "break" is the considered policy of the Ministry of Education, based on the report of the Consultative Committee, presided over by Sir Henry Hadow, probably the most important educational document of our time. Mr. Lynam is further reported to have said that "the independent schools included those of the boarding-school type, with all their advantages—where the staff looked upon the boys as potential citizens rather than as candidates

(*Continued on page 124*

Digitized by Google

A HIGHER SCHOOL CHEMISTRY

BY

J. Campbell Smith, B.Sc.

PRICE **4/6**

THE book is intended to cover the work for the usual School Certificate and to meet the requirements of examinations of the standard of the London Matriculation, Army Entrance, Oxford and Cambridge Senior Locals.

Experiments are freely interspersed with the text, and suggestions for a few additional experiments are added to each chapter.

Questions selected from four typical sources are also appended to each chapter, two English, the London Matriculation and Oxford and Cambridge School Certificate.

Due attention is paid to modern scientific and industrial developments in Inorganic Chemistry, while at the same time the historical side of the subject receives a sufficient measure of consideration.

Though the book is intended for use in the higher classes, the explanatory matter is—in the early chapters in particular—given in as clear and simple language as possible, so as not to confuse and discourage young students at the outset. The introduction of formulae and equations is deferred to Chapter XI, when the pupil has become familiar with the principal chemical laws and with the idea of a chemical reaction.

PRESS OPINIONS

"The language of the text is sufficiently clear for young students to follow easily. Experiments are freely interspersed with the text and suggestions for additional work appended to each chapter. The work is also linked up with the usual examinations taken in the upper classes by the inclusion of questions from four typical sources, two English and two Scottish. Due consideration is given to the history of chemistry."
International Bureau of Education, Geneva.

"The theory and history of chemistry are adequately dealt with in this workmanlike volume." —*The Schoolmistress.*

"It is an excellent text-book—quite the best I have ever seen."
ARCHD. THOM, Esq., The Academy, Fortrose.

"In content, logical arrangement, and lucidity of style it is entirely admirable and bears evidence of being the work of a skilful teacher." —*The Schoolmaster.*

THE GRANT EDUCATIONAL CO. LTD.

12 CURSITOR STREET CHANCERY LANE LONDON, E.C. 4

Digitized by Google

for an examination ". It is curious, in these circumstances, how much publicity the scholarship successes of " independent " schools receive in the press, and Mr. Lynam, if he visited the city and county schools in Oxford, might find several teachers who look upon their pupils as " potential citizens ".

OXONIAN.

A REVIVAL OF CLASSICAL STUDIES

SIR,—An Anglican bishop has been quoted in the press as saying that a revival of the classical education is needed in our day and generation. About the same time a high official in an oil company said that his favourite employees were men with a classical training. When asked the reason for his preference, he replied, " They sell more oil ". Inspired by the joint testimony of the Church and the laity, I wish to discuss two questions : (1) Is a revival of classical education in our schools desirable ? (2) If so, how is it to be brought about ?

There can be no doubt that for some time fewer and fewer boys and girls have been studying the Latin and Greek languages. Greek has almost passed out of the curriculum except in the older public schools and a few grammar schools, and even Latin has been slowly losing ground. If this process goes on unchecked, the study of the classics will die. Many books have been written about the legacy of Greece and Rome, so I do not intend to labour this point, as I fancy that few enlightened people would deny that in epic and lyric poetry, drama, oratory, philosophy, satire, sculpture, architecture, and the sphere of law and politics we owe an immeasurable debt to the Greeks and Romans. Moreover, the level of culture and civilization attained in fifth-century Athens was in many respects far superior to our own. Can we say that a boy or a girl who knows nothing about all this has received a full education ? Will he or she be better equipped for life by acquiring an exhaustive knowledge of equations, progressions, and logarithms ? But probably the anti-classicists will object to a revival of classics, not on the ground that they are not important, but on the ground that (i) the exigencies of the curriculum do not allow sufficient time for them to be studied properly, and (ii) the present method of teaching Latin leaves pupils with an undigested mass of grammatical knowledge, and some acquaintance with Caesar, Gallic War, Books IV and V, and a book of the Aeneid. They then do the School Certificate and that is the end of it. The truth of this cannot be denied. I now find that the answer to my first question largely depends on the answer to the second. Assuming and for my own part firmly believing that the study of the classics is worth while, I have to admit that the method of teaching them must be changed, if they are to survive.

I consider that those few children who reveal a classical bent should study Latin and Greek thoroughly even at the expense of certain other subjects, for only in this way can the high and valuable tradition of classical scholarship be maintained. But what of the others who take Latin but not Greek, and who will specialize on scientific and modern subjects after School Certificate ? They must acquire a knowledge of the language with the emphasis much more on the side of translation from the Latin. It is not necessary for them to know how to put a conditional sentence into *Oratio Obliqua*, provided that they can translate one when they meet it in the Latin author. It is not necessary for them to learn by rote the principal parts of obscure verbs, provided that they can parse and understand the verbs which they come across in their reading. Pre-School Certificate reading can and must be widened. In addition to the well-worn Virgil, Ovid, Caesar, and Livy there are many easier passages in Cicero, Pliny, Horace, and Catullus which are within the scope of boys and girls of 14 and 15. More authors can be read in translation, and I suggest that pupils who take Latin without Greek should read translations of the Greek authors. Also it is more important for the pupils to know and appreciate the subject-matter of the books studied than to be able " to comment on the words underlined " in three or four sentences dragged out of their context. The teacher can spend more time giving the pupils a background knowledge of Greek and Roman life, history and art. All this implies that, except in the case of those who take Latin and Greek, the papers set in the School Certificate should be very different from those set at present. I would even go as far as to suggest that with the same exception there should be no English into Latin paper at all. Its place might be taken by a general paper on Greek and Roman life and literature, in which there would be a very wide selection of questions.

Some pupils continue to study Latin, but not Greek, after School Certificate, and for these I would advocate closer co-ordination of English and Latin literature. Let them read Juvenal and Pope, Virgil and Milton, Plautus and Sheridan, Catullus and Herrick, Cicero and Burke. The comparison will be stimulating and the study of both literatures will become more lively and interesting. This co-ordination of English and the ancient languages should also be promoted in the case of the classical specialists. It is deplorable if a boy knows his Euripides better than his Shakespeare. Homer will not suffer by comparison with Milton. Classical specialists are often given short passages from Burke or Gibbon to translate into Latin or Greek prose, but are rarely encouraged to read these authors for themselves and compare them with Demosthenes and Thucydides. A fellow-undergraduate often used to irritate me by saying about some passage from an English poet, " I know that. I've translated it into Latin verse ". His somewhat meagre knowledge of English literature had apparently been gained for the most part in this indirect way.

I am aware that these suggestions will not be easy to put into practice, but in my view they are essential, not only for the revival of classical education but even for its survival. At all costs we must get away from the odious grammar grind and infuse new life into *literae humaniores*. More and more boys during the present war have gravitated towards scientific studies, and the majority of male undergraduates now at our universities are taking science in order to equip themselves for war activities. This is only right, but the situation may be very different when peace is restored. The study of science will, of course, continue and be intensified, but, if we are to build a nobler and more liberal civilization, room must be made in the new world for the humane studies, amongst which classics should retain their rightful place.

King's School, Rochester. D. BANCROFT.
(Now in H.M. Forces.)

A MISTRANSLATION?

SIR,—" Quisquis es, haud, credo, invisus caelestibus auras vitales carpis, Tyriam qui adveneris urbem ", Virgil Aeneid 1,387,388, an extract from a piece set

(*Continued on page* 126)

Digitized by Google

Citizenship and World Affairs

GOVERNMENT BY THE PEOPLE

By M. E. BEGGS, B.A.
Lecturer at Goldsmith's College, University of London, and
D. W. HUMPHREYS, M.A.
Senior History Master, Frome County School

Profusely illustrated and simply written—on the system of local and national government in Great Britain, indicating the citizen's duties. Of all subjects to teach Civics is perhaps the most difficult, for so often it seems to deal with topics too difficult or too dull for a child under fifteen to grasp. How to make this vital topic alive and interesting is one of the teacher's greatest problems. This little book makes a fresh experiment in solving that problem. 96 pages, with many photo-illustrations, drawings and diagrams.

Size 5 by 7½ inches. Paper covers, 1s. 6d. Limp cloth 1s. 10d.

BY THE SAME AUTHORS

"INTERMISSION—1919 to 1939"

"Outlines the course of international events between the two wars in a very lucid and illuminating manner. The authors do not hesitate to bring out the mistakes (British included) which led to the present tragedy and suggest the problems to which we have got to find solutions. But they do this without ceasing to be faithful chroniclers. Indeed, their fairness is remarkable."—*(From a recent review.)*

Size 5 by 7½ inches. Paper covers, 1s. 6d. Limp cloth, 1s. 10d.

THE GATEWAYS OF COMMERCE

An Introduction to Economic Geography. By JAMES FAIRGRIEVE, M.A., and ERNEST YOUNG, B.Sc. A training in certain fundamental economic questions with geography as the medium of illustration and interpretation. Crown octavo, 272 pages. Boards, flush, 3s. 6d.

MAN AND HIS WORLD

A COURSE IN HISTORY AND GEOGRAPHY

By JAMES MAINWARING, M.A., D.Litt., F.R.Hist.S.

With a foreword by C. W. VALENTINE, M.A., D.Phil.
(Professor of Education in the University of Birmingham)

". . . the writer weaves the threads of history and geography into a pattern that appeals to the reason and imagination of the reader. In short, he has produced two fascinating books. Dr. Mainwaring's treatment is always broadminded and often orginal.'
—JOURNAL OF EDUCATION.

"After reading both books from cover to cover we hasten to recommend our readers to do the same, for we feel that the broadminded and humane outlook which they embody is eminently calculated to supply the right background for a proper appreciation of the bearing of past events on current problems. In fact nothing more stimulating has appeared for some time."—A.M.A. JOURNAL.

Book I. THE EVOLUTION OF THE OLD WORLD
284 pages. 5½ by 8 inches. Cloth boards, 4s.

Book II. THE EVOLUTION OF THE MODERN WORLD
372 pages. 5½ by 8 inches. Cloth boards, 6s.
(Both profusely illustrated)

SOVIET RUSSIA IN MAPS

ITS ORIGINS AND DEVELOPMENTS

Edited by GEORGE GOODALL, M.A.
Cartographic Editor, George Philip & Son Ltd.

An educative brochure of coloured maps with notes. A valuable supplement to all books on the U.S.S.R. which are studied in schools. Every older pupil should have a copy.

32 pages. Size 10 by 7½ inches. 2s. 6d. net.

A postcard will bring you copies for inspection

GEORGE PHILIP & SON LIMITED
32 · FLEET STREET · LONDON · E C 4

JOHN MURRAY

A New Book for Juniors

By THOMAS PICKLES
B.Sc., Holgate Grammar School, Barnsley

THE WORK OF MEN

An Introduction to Social and General Geography

The aim here is to provide an Introductory Course to bridge the gap between the Primary and the Secondary School, and give a foundation for the study of geography in the ensuing years in all types of Secondary Schools. The objective is to stimulate interest in the varied aspects of the subject, and to suggest individual and group activities rather than to provide a factual summary of elementary geography. Fully half the book consists of illustrations and maps, and the exercises are practical in character. **2s. 9d.**

Also by THOMAS PICKLES

SKETCH-MAP AND EXERCISE BOOKS

I. The British Isles
II. North America
V. South America and Africa

Size 10 in. by 7½ in. **1s. 9d.** each

Other books in preparation.

WORD STRUCTURE AND EXPRESSION

By A. R. Moon, M.A. The Collector's Way to a command of English. A novel notebook in which pupils can record words and expressions collected from their own readings. Second impression. **1s. 3d.**

NARRATIVE ART IN VERSE

By Norman L. Clay, B.A. A selection of poems to exhibit the range of narrative art in verse and to encourage the study of the art employed. A set book for Northern Universities School Certificate Examination, 1946. Second impression. **2s. 6d.**

AMERICAN SAMPLER

By Norman L. Clay, B.A. A choice of passages to introduce to boys and girls the writers of America. **2s. 6d.** net

ALBEMARLE ST., LONDON, W. 1

Digitized by Google

for the Oxford School Certificate examination for 1945, has been translated: "Whoever thou art, not hateful, methinks, to the heavenly beings, dost thou draw the breath of life, seeing thou hast reached the Tyrian city", Fairclough (Loeb Library); "Whoever you are, it is not, I trow, under the frown of heavenly powers that you draw the breath of life, thus to have arrived at our Tyrian town" (Conington).

But could not the Latin, "auras vitales carpis" mean "you enjoy the life-giving breezes"?,—implying that Aeneas does now enjoy the winds which have driven him to Carthage. Virgil himself appears to use "aurae" in their violent sense, "nunc omnes terrent aurae", Aeneid 2,728, "now every breeze terrifies me". To my mind the causal subjunctive "adveneris" is closely connected with "auras"; obviously, if Aeneas had arrived at Carthage, he would be alive, which perhaps makes "auras vitales" tautological. May I suggest as a translation? "Whoever you are, you, beloved of heaven, enjoy the winds which have saved you, in that you have come to the Tyrian city." I should so like to know if my rendering is possible.

Barcombe, Lewes. FRANCIS R. MAW.

BRITISH EDUCATION IN LOURENÇO MARQUES

SIR,—As a subscriber to *The Journal of Education* it has occurred to me that your readers may be interested to hear of this outpost of British education through your Empire and Foreign News section.

British Education in Lourenço Marques was founded on August 1, 1941, to meet the ever-growing need for the learning of English in this Colony. On February 12, 1943, a Portuguese Government Charter was granted to Professor Eric Frédéric Wilson, the founder and director, by His Excellency the Governor-General of the Colony of Mozambique, General José Tristão de Bettencourt, for the purpose of "preparing students for the official examinations of the British universities".

Upwards of 400 students have passed through the various schools of the Institute; some eighty pupils are in regular attendance. Shortness of staff is the chief difficulty. The aims of this centre of British education are defined as follows:

1. The approximation of Anglo-Portuguese culture.
2. The diffusion of the English language and British learning in this city.
3. The preparation of students for any British examinations, thus obviating the necessity of residing for a period in foreign territory.
4. The preparation of bi-lingual teachers—English and Portuguese—to carry on the work of this foundation.

Wishing your journal continued success.

E. F. WILSON.

British Education in Lourenço Marques.

AN ARAB AGRICULTURAL SCHOOL

SIR,—In the interesting article on page 76 of the February number of *The Journal of Education*, "An Arab Agricultural School", the author makes two mistakes, the name of the founders and the name of the school is "*Kadoorie*", and one never talks, or should not, of a place being "*fifty kilos*" from anywhere.

And isn't it regrettable that, in a country the mandate for which was not undertaken by the U.S.A., the whole of the staff should come from American institutions? If we are not careful we shall soon be having 4-H and not Y.F. Clubs plastered all over the Colonial Empire, which happening will make some of our great Pro-Consuls turn uneasily in their graves.

M. HILES,
Secretary, National Federation of Young Farmers' Clubs.

Oaklings, Canons Close,
Radlett, Herts.

SCOTLAND, WALES, AND NORTHERN IRELAND

EDUCATION AUTHORITY BURSARIES

A RECENT Report of the Advisory Council on Education in Scotland sets forth the results of their inquiry into the system of bursaries and other forms of assistance developed under the Education (Scotland) Act, 1918. Grave dissatisfaction on this score has long existed both on account of the obvious inadequacy of the awards in many areas and the inequality of opportunity for pupils living in different parts of the country. Although a State system with central control would undoubtedly promote a more equitable distribution of bursaries throughout the country, and would ensure adequate assistance to those in need, the Council have recommended that the powers and duties to award bursaries should remain in the hands of the local education authorities, but should be subject to a much greater degree of control and direction by the Secretary of State. In brief, the Council follow the lines of the English Act which enables the Minister of Education to exercise control through regulations that prescribe the principles and standards to be adopted by the local authorities in exercising their revised powers and duties.

As the root cause of the present diversity in awards is the lack of a national system of assessing need, the Council recommend that an appropriate method of assessment should be laid down in the proposed new regulations, and suggest that the Secretary of State should, in framing this part of the regulations, take the advice of a small committee of experts. Other recommendations include the defining of maximum income figures at which bursaries will be given, to vary, if necessary, in different parts of the country, and to be higher for further education; the awarding of special outfit allowances from the beginning of the secondary course for all pupils qualified by need; and the ignoring of competition prizes and the first £25 of a bursary won in open competition in the assessment of need so that the winner can get some special financial benefit from his success. In calculating the amount of a higher bursary it is further recommended that there should be taken into account matriculation, class, and examination fees, outlays in books and instruments, travelling expenses, cost of maintenance, and the cost of special clothing; and in all cases of students living so far from the university or central institution as to make participation in the corporate life impossible, residence in a hostel or approved lodging will be a condition of award. In submitting their Report, the Council take the opportunity of rebutting the charge that such bursaries

(*Continued on page* 128)

Digitized by Google

POETRY FOR YOU

C. DAY LEWIS. *Third Edition.* 4s. 6d. net

"A modern poet who has had experience as a teacher in school has written this little book to explain what poetry really is and what enjoyment it can give."—*The Times Educational Supplement.*

THE TEACHING OF HISTORY

C. H. K. MARTEN 4s. 6d. net

The name Marten has been a hall-mark of history text-book excellence for nearly a generation, and in this little book the author's teaching experience and wisdom are summarized for the benefit of young teachers.

Mr. PEPYS AND HIS MUSIQUE

IRENE BENNET 2s. net

Samuel Pepys, who was himself a "lover of Musique", is the central figure in three episodes. These plays are designed to stimulate interest in the music and instruments—recorders and harpsichord—which he played and enjoyed so thoroughly.

ARISTOTLE'S ETHICS

Translated by H. RACKHAM

Second Edition. 6s. 6d. net

One of those books which have shaped men's thoughts for many generations. In this edition the more important parts of the work are presented in a new version conveying the author's meaning but not his peculiarities of style to English readers.

NOTES TO GOETHE'S POEMS

JAMES BOYD Vol. I. 7s. 6d. net

This, the first of two volumes of Notes to Goethe's Poems, covers the first half of the Goethe anthology, i.e. down to the Italian Journey. The Notes are in the form of short introductions, giving the relevant biographical data, interpretations of the contents as a whole, and appreciations of the poetical qualities of each.

TO WHOM DO SCHOOLS BELONG? W. O. LESTER SMITH

Third Edition, Revised, Ready March.

10s. 6d. net

This edition has been completely revised and contains a new, lengthy chapter on the Butler Act. "A wise, tolerant, and sympathetic book."—*The Manchester Guardian.*

Basil Blackwell • Oxford

NIVOC

CATALOGUE OF PREPARED MICROSCOPE SLIDES

Anatomy, Botany, Entomology, Minerals
Zoology, Pond Life, etc.

A limited number now available. A copy will be sent to Science Teachers upon request

W. & J. **GEORGE & BECKER** LTD

ESTABLISHED 1872

17-29 HATTON WALL, LONDON E.C. 1
Telegrams: Becker, Hatton Wall, London

NIVOC

157 GT. CHARLES ST., BIRMINGHAM 3
Telegrams: Chemistry, Birmingham

Registered Trade Mark

LABORATORY FURNISHERS AND MANUFACTURERS OF SCIENTIFIC APPARATUS. BALANCES AND WEIGHTS. CHEMICALS AND REAGENTS

Digitized by Google

are "a subsidy to mediocrity" and affirm their conviction that the student is hampered rather than stimulated by want of funds. It is certainly untrue that the stimulus of poverty is a necessary "growth factor" in higher education, as some would have us believe.

A PRE-NURSING EDUCATIONAL SCHEME

EDINBURGH Education Committee are to be congratulated upon their recent decision to approve a plan of organized pre-training for girls from school who contemplate nursing as a career. The proposal includes the establishment of a pre-nursing college, where girls of 15 and upwards will be given cultural and other training closely associated with the nursing profession. It is intended that the course of preliminary training should cover the approximate age-range of 15 to 18, which latter is the approved age for admission to full training for nursing. Thus it will prove invaluable as bridging the existing gap between the age of 15 when many girls leave school, and the age of 18, when entry to full training is permitted. During these years, as is well known, many girls are at present lost to the profession owing to economic conditions in the home, or to the more alluring immediate rewards of short-term jobs, or simply to indecision. Thus the suggested scheme will provide a much-needed link between school and hospital.

During the early stages of the plan it is intended to recruit some 50 girls each year, and adequate maintenance allowances will be provided. It is estimated that for the first year the cost of the scheme will be £3,320; grants from the Scottish Education Department for teachers and students will amount to £1,206, and, if the Committee award bursaries, some 48 per cent. of the first £20 of each bursary will be met by departmental grant. There is no doubt that, if recruitment is to be made from a much wider field than at present, the preliminary courses must be made attractive, and the allowances liberal.

There are long waiting lists for hospitals throughout the country, and, though the beds are there, the nurses are in short supply. They are required even now in vastly greater numbers, and with the expansion of the post-war medical services the need will become more urgent still. Happily the recommendations of the Taylor Report mark a long step forward in the direction of improving the prestige, conditions, and emoluments of their calling, and it is to be hoped that the profession will prove sufficiently attractive to meet the demands that the future will make upon it, both in quantity and quality. But, as in the case of teachers, there is serious doubt whether supply will meet demand, and with increasing specialization within the medical services a greater degree of ability, initiative, and resource will be looked for among the new entrants. The Edinburgh pioneer scheme will be watched with interest alike by education and public health authorities throughout the land.

WALES—CIRCULARS 1 AND 2

IN January the Welsh Department of the Ministry issued its first official circular to local education authorities, in the Welsh language. Since the issue in 1927 of *Welsh in Education and Life*, the Welsh Department has used the native language in several of its official memoranda on the teaching of language in Welsh elementary schools, and has issued bilingual biographical and other material for school celebrations of national festival days. Some attempt is being made at present to compile a representative list of native fauna in the Welsh language, but this is the first official circular in the vernacular. With the advent of new genera and species of schools, many people in Wales will welcome a list of them in Welsh. It is hoped that they will, in the words of the Department, "enable discussion to proceed in Welsh committees and conferences, and in the press, without risk of confusion or misunderstanding". The circular is accompanied by a Welsh version of the White Paper published in December last on "The Principles of Government in Maintained Secondary Schools".

Circular 2 (Wales) arrives during the Jubilee Year of a large number of Welsh intermediate schools. These schools have hitherto been regarded as non-provided schools, and during the interim period will be regarded as voluntary schools. They testify to the enthusiasm with which Wales set out during the last decade of the nineteenth century to implement the Welsh Intermediate Act of 1889. The Act laid the foundations of the first national system of secondary education in the British Isles. At the same time London's efforts to provide secondary education were thwarted by the Cockerton judgment. That judgment was relegated to history by the Balfour Act of 1902, which made possible in Wales also the provision of directly controlled secondary schools. Many Welsh counties henceforth preferred 1902 schools to intermediate schools, which remain indirectly controlled. Thus the "dual problem" is, in many parts of Wales, continuous throughout elementary and secondary education. The declaration in Circular 2 that they are to be provisionally regarded as voluntary places their fate in the hands of the Minister. He will declare whether they are to become controlled or aided, and will have the final say in the tenor of their articles of government. Owing to the disappearance of fees and other receipts, their dependence on public funds will, in many cases, be almost complete. Will they eventually be voluntary or controlled? It is hoped that, whatever they become, governing bodies will be given sufficient freedom to enable them to retain what is at present a real and live interest in them. In the midst of their Jubilee celebrations they are conscious that the Act of 1944 presages many changes.

THE WHITE PAPER ON EDUCATIONAL RECONSTRUCTION IN NORTHERN IRELAND

THE White Paper on "Educational Reconstruction in Northern Ireland",* which was published in December, is a comprehensive document. It is divided into two parts, the first of which consists of a survey of the development of the educational services in Northern Ireland since 1921, and the second contains the Government's proposals for educational reform. The document has received a very mixed reception from interested bodies—education authorities, teachers, churches, parents, managers of voluntary schools, Boards of Governors of existing secondary schools, and so on.

The Ministry of Education proposes to recognize the principle of the break at 11 plus. Primary schools are to replace the existing elementary schools, and secondary education is to be provided for all children over 11 years of age. The secondary schools are to be of two types—the present secondary schools, of which there are seventy-five in the six counties, and a new type which is to be known as a junior

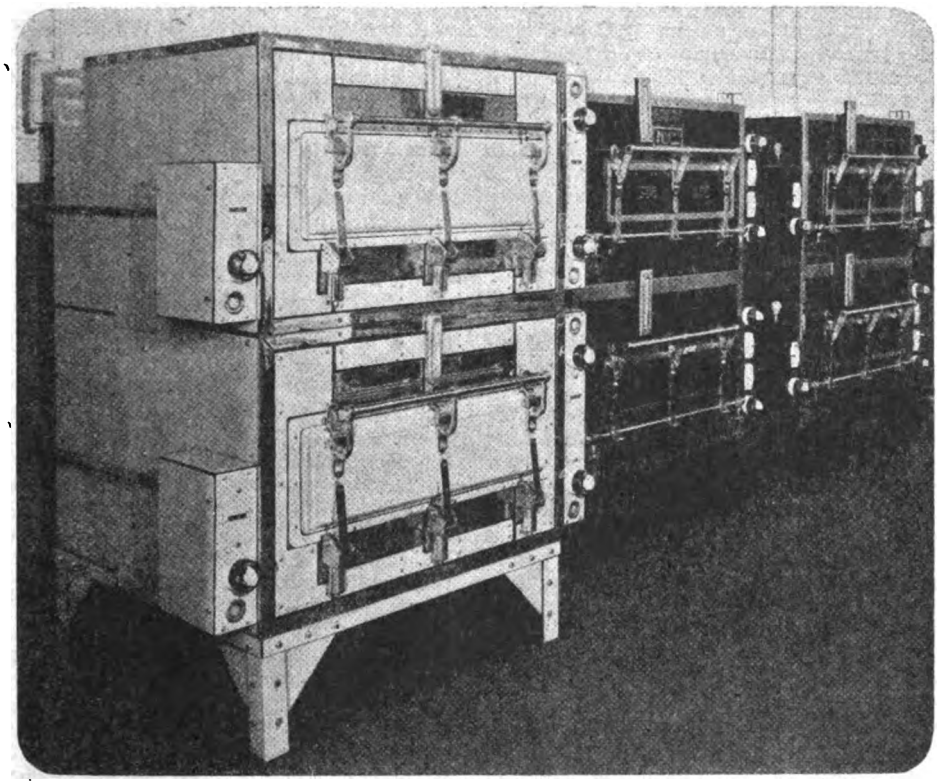
(*Continued on page 130*)

* Published by His Majesty's Stationery Office. Price 6d.

Digitized by Google

G.E.C.

ELECTRIC COOKING EQUIPMENT FOR SCHOOLS



. . . equipment that ensures long-term satisfaction and obviates maintenance worries.

This view shows part of an installation which has been giving consistently good service for well over 20 years. As with many other G.E.C. installations during the war years it has been worked far beyond its original purpose. But not beyond its capacity. Special G.E.C. features of design that simplify service and facilitate speedy, convenient and economical operation have enabled millions of Britain's children, and workers, to be well served by these installations.

CONSULT THE G.E.C. ON ALL REQUIREMENTS IN COOKING EQUIPMENT

Digitized by Google

secondary school. There is also to be another type—existing junior technical schools are to continue, but they will draw their pupils from the junior secondary schools, and from pupils aged 13 who have entered the senior secondary schools at 11 years but have proved unsuitable. The existing secondary schools will be called senior secondary schools, and will provide educational facilities for pupils up to the age of 18 years. Fees must be paid in these, but in the junior secondary schools and the junior technical schools there will be no fees, and books will be provided free. The decision as to which type of school the child will go at 11 plus will be decided on the results of a qualifying test. The successful pupils will proceed to the senior secondary schools and the fees in whole or part will be paid by the education authorities after a common means test has been applied to the parent or guardian. The Boards of Governors are to be permitted to fill 20 per cent. of their available places independently of the qualifying test. The pupils who fail in the qualifying test will proceed to the new junior secondary school, where instruction during the first two years—from 11 to 13—will be of a general nature, followed by a two years' course of a specialized kind.

Practically all the existing secondary schools in Northern Ireland have their own preparatory departments, and receive grants from the Ministry of Education for pupils over 6 years of age. It is intended that these grants shall be continued, thus perpetuating the present system of two types of primary education.

Education authorities are to be required to provide nursery schools, of which there are at present only two in the city of Belfast—both voluntary—for children between the ages of 2 and 5 years where, in the opinion of the Ministry of Education after consultation with the authority, such provision is considered necessary. In addition, voluntary bodies may obtain grants towards the cost of erecting nursery schools for the children of parents who do not wish them to attend the State nursery school.

It is proposed to make religious instruction and a daily collective act of worship compulsory in all primary and secondary schools, but the liberty of conscience of the individual teacher in a school under the management of an education authority is to be safeguarded in respect of the giving of religious instruction. The leaders of the Protestant Churches are opposed to the granting of this concession.

Building grants to voluntary primary schools under the management of "four-and-two" committees are to be increased from 50 per cent. to 65 per cent., and the senior secondary schools are to receive direct building grants up to 65 per cent.

The White Paper also makes provision for the extension of existing medical and dental inspection arrangements, milk and meals in primary and secondary schools, the development of youth welfare services, and facilities for further adult education schemes.

Finally, to ensure that the views of teachers will be given full weight when the time comes to consider new condition of service, the Minister of Education has decided to seek the advice of a committee which, when set up, will include representatives of the different branches of the teaching profession.

The publication concludes with an outline of the proposed financial arrangements between the State and the education authorities, and suggests new methods of local administration.

A four-day debate on the White Paper ended in the Northern Ireland House of Commons on February 1. The portion of the Minister's statement which was most hotly criticized was that dealing with religious instruction in the schools. The Attorney-General stated that, in his opinion, the following paragraph in the 1930 Amending Act was *ultra vires*: "Where the education authority makes arrangements for Bible instruction in a provided or transferred school it shall be the duty of the teacher of the school to give such instruction if so required by the education authority." The Government, according to the Minister of Education, regards this as compulsion on the teacher and is not prepared to re-enact it, and affirmed that no other Government would be able to do so. "But", he continued, "let there be no mistake about it, no matter what any person says, we are determined that there will be Bible instruction, or other types of religious instruction in every school. That does not mean that we are satisfying the Churches, because we are not. We are not satisfying them unless we put compulsion on the teachers." In addition, the legality of the Government's intention to pay qualified outsiders to give religious instruction in schools where teachers are not available for this purpose was also questioned by the Attorney-General. All of which shows that there is in the matter all the necessary material for a long and bitter dispute between the Government and the Churches. Individually the clergy express agreement with the showing of respect to the teacher's conscience in the matter of giving religious instruction, but collectively they object. It is rumoured that at a recent meeting of the Board of Education of the Presbyterian Church in Ireland there was among both laity and clergy a feeling that opposition to a "Conscience Clause" is neither justice nor in accord with Christian principles, and the possibility of a full-dress debate on the matter in this year's General Assembly is already being mooted in Church circles.

EMPIRE AND FOREIGN NEWS

NEW ZEALAND

By F. J. SCHONELL, Ph.D., D.Lit., Professor of Education, University College of Swansea

THE Minister of Education recently presented to Parliament his report for the year ended December 31, 1943. He referred to the increased public interest in education and to the demand for augmented educational services. To coordinate and clarify the plans advanced by various educational bodies throughout the Dominion the Education Department arranged for an Educational Conference at Christchurch from October 24–28, 1944.

An excellent aspect of the Minister's report for 1943 was the high figure for *free* secondary education—no less than 76 per cent. of children leaving primary schools and 82 per cent. of those leaving intermediate schools (for an age range 12 or 13 to 14 or 15) went to a full-time secondary course. Related to this is the encouraging news that the University of New Zealand has adopted, for schools on an approved list,

(*Continued on page* 132)

Digitized by Google

METHUEN & CO., LTD.

CONTRIBUTIONS TO MODERN EDUCATION

Edited by **Susan Isaacs**

The New Era in the Junior School
By E. B. Warr. 4s. net

The Children's Play Centre
By D. E. M. Gardner, M.A. 4s. net

Play in the Infants' School
By E. R. Boyce. 6s. net

The Human Problem in Schools:
A Psychological Study carried out on behalf of the Girls' Public Day School Trust
By Marion Milner. 9s. 6d. net

What do Boys and Girls Read?
By A. J. Jenkinson. 7s. 6d. net

The Cambridge Evacuation Survey
Edited by Susan Isaacs. 8s. 6d. net

Testing Results in the Infant School
By D. E. M. Gardner, M.A. 6s. 6d. net

The Boys' Grammar School
By H. Davies. 6s. net

36 Essex Street, London, W.C. 2

UNIVERSITY COLLEGE
LEICESTER

•

SCHOLARSHIPS

The following SCHOLARSHIPS and BURSARIES tenable at the College will be offered in 1945:

Eight Major Scholarships of the value of £50–£65 per annum for three years.

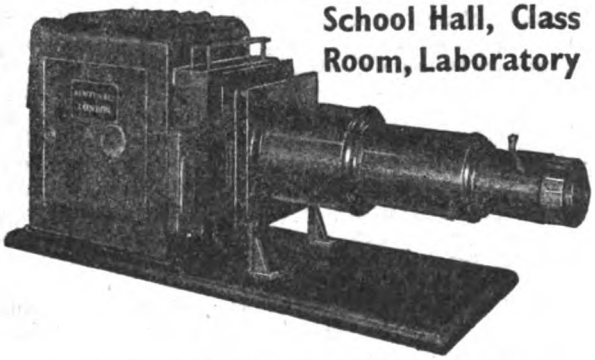
Eight Minor Scholarships of the value of £30–£45 per annum for three years.

Bursaries covering tuition fees for three years.

The examination will be held in May. Last date for entry March 31st.

Particulars and entry forms on application to the Registrar.

Modern
Optical Projection Apparatus
FOR THE
School Hall, Class Room, Laboratory



OPTICAL LANTERNS, SCIENCE LANTERNS, EPIDIASCOPES, PROJECTION MICROSCOPES, POLARISCOPES, FILM STRIP and FILM SLIDE LANTERNS

•

Lantern Slides and Film Strips
ALSO
Slides from Clients' *own* Negatives and Prints

•

Supplies subject to war-time conditions and Board of Trade licence

NEWTON & CO. LTD.
(Established over 200 years)

Telephone: WELbeck 4131 (2 lines)

72 Wigmore Street
London, W. 1

Telegrams: "Newtobar Phone London"

Digitized by Google

a method of accrediting for entrance to the University. Although ten or eleven years behind some Australian States in this matter, New Zealand has at last made a move to rid the schools of an academic University Entrance examination, which was originally designed to meet the needs of a small section of pupils but gradually came to dominate the entire work of all pupils in secondary schools.

So far only the largest schools have been included on the list. With few exceptions district high schools have been denied the right to accredit, the reason given is that the small numbers of candidates in such schools make a "consistent judgment of standards difficult". So that selected pupils in the District High School should not be penalized, the Government have instituted bursaries to help such pupils to do sixth-form work at a school on the accrediting list. Pupils in country districts who wish to attend an accrediting school, and who have passed the School Certificate, are to be given a £40 bursary for one or two years to work for accrediting a boarding bursary, or a University Scholarship. Future experience might show that not bursaries but more liberal staffing might be the solution to accrediting in some of the District High Schools.

The bulk of pupils in secondary schools do not proceed to a university, and for these pupils the Education Department realize that it is necessary to provide a wide syllabus and a means of indicating that such pupils have satisfactorily completed a secondary school course. Hence it is fortunate that the Committee on the Post-Primary Curriculum, set up to recommend a new syllabus for secondary schools, completed its findings in December, 1943. "I believe", said the Minister in his report, "that it is the most important contribution that has ever been made to secondary education in New Zealand." The recommendations of the Committee will, after amendments following public discussion, be embodied in regulations to come into force in 1945.

Linked with these proposed far-reaching changes in the secondary school is the recognition that, with increased numbers of pupils and with the greater variety of courses in a reframed curriculum, there is the need to provide educational and vocational guidance for pupils. Hence, during the year the New Zealand Education Department assumed full control of the Youth Centres, previously partly directed by the National Services Department, and these centres (now named Vocational Guidance Centres) have been expanded to meet present conditions. In each centre there is a full-time vocational guidance officer who acts conjointly with the head teacher and special careers teachers in the schools to help pupils in choosing courses or vocations.

Following upon the work of the Arithmetic Syllabus Revision Committee the Education Department have decided to publish a series of arithmetic books, and these, together with other primary text-books produced under this scheme, will be issued *free to pupils in all schools, both state and private.*

The report records a steady increase in the number of films and film strips available in schools and also reveals that schools are buying projectors as fast as present limitations of supply permit.

A practice which might well be followed in this country is that soldier teachers who return to the service are being given every opportunity to freshen up their professional skill by attending a training college or spending periods as observers in schools, on full pay.

An interesting and successful experiment started in 1943 was the appointment of visiting teachers who acted as social workers to form a link between home and school in the treatment of difficult and backward children.

Finally, an encouraging aspect of the Native Schools Service has been the increasing number of Maoris who are qualifying as teachers in Native schools. There are now 144 Maori teachers (including four head-teachers) and thirty-four training college students in the teaching service.

EDUCATION IN CHILE

By R. A. CLOSE, Assistant Representative of the British Council, Chile

"WITH our national liberty restored, the first provision of the Government has been for public education." This declaration was made in the early days of the Chilean Republic: it went on to promise a school for every village and to call teaching a national service.

Such attention to education is reflected to-day in the eagerness of parents bringing white-pinafored children to annual enrolment and in the muttering of students learning their notes in the Plaza. It may be the reaction to two and a half centuries of Spanish rule which denied Chileans even the use of the printing press, or due to a quickening of the spirit that seems to derive from this Attic climate and finds rare expression in the poetry of Gabriela Mistral.

Whatever the cause, Chile, though relatively poor, has probably proved the most fertile field for education in South America. The *Academia de San Luis* offered courses in science and modern languages in 1797, before it merged, in 1813, into the *Instituto Nacional*, which still flourishes. Seven other secondary schools established by the State have already celebrated their centenary. Enticed, also, by comparative political security, distinguished scholars from neighbouring countries, particularly Andrés Bello, of Venezuela, settled in Santiago a century ago to assist in remoulding the eighteenth-century University of San Felipe into the present University of Chile. Students still come from Bolivia, Peru, and the Argentine to study in Chilean universities and technical schools.

Breaking away from the theological scholasticism of the Colonial period, Chilean education in the nineteenth century leaned heavily towards positivism, relying first upon the French model to the extent of using French text-books translated into Spanish, then, especially since 1893, upon a migration of German pedagogues. Chileans are now endeavouring to evolve a scheme of education better suited to their own culture and requirements.

As a national function, education in Chile dates in practice from the Act of 1842, when State examinations were first organized. Primary education was made obligatory in 1920: starting at the age of 7, it is given either in independent establishments with a six-year course, or in preparatory classes to the *Liceos*. The latter also offer a six-year course, with "valid" examinations, which are oral and conducted by committees of examiners who require each pupil to give satisfactory answers on every subject annually. The official programme of secondary education tends to be encyclopaedic, though there is a strong movement towards bringing it more into relation with everyday life.

Simultaneously, private schools have played an important role in Chile. French and German schools have a good scholastic record, while the British, such as the MacKay School of Valparaiso, founded in 1846,

(*Continued on page* 134)

Digitized by Google

OLIVER & BOYD

DU FRANÇAIS? EN VOILÀ!

Cours Elémentaire

By E. G. LE GRAND, Bradfield College

En voilà! Not just "another French course" with a neat section of grammar for every day and half a dozen made-up sentences, but a course about France and French children, about motor-bikes, wireless, aeroplanes, and—a circus!
Price 3s. 9d.

French Sentence Tables for Schools

Prepared by N. C. SCOTT, B.A., B.Sc., and M. SIMKINS, M.A. 1s. 2d.
With English Translation 1s. 4d.

RÉCITS, COMIQUES ET DRAMATIQUES

Tales from Corneille, Molière and Racine, brilliantly retold for middle and upper forms.
By MAURICE THIÉRY Price 2s.

CES DAMES AUX CHAPEAUX VERTS

By ALBERT ACRÉMANT

A school edition of the delightful comedy from the pre-war Paris stage. Price 2s. 9d.

FREE COMPOSITION IN FRENCH

A Comprehensive Course

By M. L. DELBENDE, B. ès L., and J. FRAME, L.C.P.
The aim of this book is to . . . help young students of French in planning and writing free composition.
Price 2s. 9d.

ALWIN KLEIN

A German Text for Third or Fourth year pupils

The barber's boy and his adventures with the strolling players. By O. B. WENDLER

Edited by GRETCHEN MÜLLER and EDMUND EMSON, B.A. Limp, 2s. 3d. Boards, 2s. 6d.

Tweeddale Court Edinburgh **OLIVER & BOYD, LTD.** 98 Great Russell Street London, W.C. 1

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

CLIFTON COLLEGE

ENTRANCE SCHOLARSHIPS, 1945

Candidates must be under 14 on June 1, 1945. Boys who are already in the School may compete. The examination will be held at candidates' Preparatory Schools on Monday, Tuesday, Wednesday, June 4, 5 and 6.

The following Scholarships and Exhibitions will be awarded on the results of the examination:

(1) About sixteen Scholarships of the value of £100, £80, £60, £40 a year.

(2) Exhibitions of £25 a year.

(3) One Scholarship for Music of the value of £70 a year, with free tuition in music.

(4) The G. A. Prince Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(5) One Old Cliftonian Scholarship of the value of £35 a year for the son of an Old Cliftonian.

(6) The Edgar Gollin Scholarship of the value of £25 a year with a preference for the son of an old Cliftonian.

(7) One Preparatory School Scholarship of the value of £25 a year for a member of the Preparatory School between the ages of 13 and 14, or a boy under 14 in the Upper School who was formerly a member of the Preparatory School.

N.B.—Day boys will receive two-fifths of the value of Scholarships and Exhibitions to which they are elected, with a minimum of £25 a year.

Full particulars may be obtained from The Secretary, Clifton College, Bristol, 8.

Digitized by Google

and the Grange, Santiago, have won prestige throughout the continent as examples of the British boarding-school type. Chilean educationists wish to see these private schools, whoever the founders, harmonizing more with the national system. Prominent clauses of the new Education Bill propose that they should all teach in Spanish and adopt a syllabus approved by the State.

A similar distinction between State and private education is seen on the higher level. The University of Chile is the official one: in recent years it has enrolled annually an average of 10,000 students, of whom about 1,200 study medicine, 1,000 law, and 700 pedagogy. Its vacation courses attract some 1,500 Chilean and 200 foreign students. The Catholic University in Santiago enrols 1,000 and the independent University of Concepción almost the same number. The last-named, conceived and directed by Enrique Molina, has built up a solid academic reputation in the twenty-five years of its existence.

One distinguishing feature of Chilean education to-day is its variety of technical schools. Outstanding are the School of Arts and Crafts in the capital, and the Technical College founded through the beneficence of Frederico Santa María, in Valparaíso. Schools for artisans, miners, farmers, and exclusively for women workers are being developed in order to stimulate national production.

A second noteworthy feature has been the extra-curricular activity fostered by the Ministry of Education, whose Cultural Department, in the year ending September, 1944, organized fourteen art exhibitions visited by over 100,000 people, and ninety-four concerts with an attendance of almost 200,000, popularized educational films, helped to revive folk music, and encouraged interchange of correspondence with scholars abroad.

Shortage of buildings and equipment prevents Chile's educational programme from being entirely fulfilled. However, public opinion feels that the greatest need in the educational field is for adequately trained teachers. A reshaping of the teacher-training system is in progress and looks as though it will produce a pedagogical course concentrating less on comparative theories and more on the needs of Chile to-day. It is possible, too, that soon no one in Chile will be allowed to teach without a well-earned licence.

SANTO DOMINGO

By L. J. LEWIS, Colonial Department, University of London Institute of Education

IT is unlikely that many people in this country if asked, who is Trujillo, could give a very satisfactory answer, yet to the natives of the Republic of Santo Domingo it conveys much the same impression as does the name Salazar to the Portuguese. In both cases men outside politics have been responsible for bringing a degree of order out of a state of political anarchy. But it would be unwise to strain the comparison beyond that limit. A. R. Nanita has written an eulogistic impression[1] of the President of Santo Domingo who has been chiefly responsible for the direction of the affairs of the Republic since 1932. Nanita is too obviously the hero-worshipper to be regarded as a reliable judge, and does not provide material for a critical study of Trujillo's life and work, but his essay should stimulate interest in this less well-known republic in the island of Haiti.

Of greater value to the serious student of the affairs of Santo Domingo is Trujillo's *Reajuste de la Deuda Externa*,[2] which is a documented account of the vicissitudes of the external debt of the Republic. In addition to reproduction of official correspondence and relevant statistics, the book includes the comments of the better-known newspapers and journals on the proposals adopted in 1934 to deal with the adjustment of the debt. Volume XXVII of the publications of the University of Santo Domingo[3] consists of a reproduction in Latin, Spanish, English, French, and Portuguese of the Bill authorizing the foundation of the University of Santo Domingo. An introductory chapter gives an account of the historical developments arising from the Bill. Whilst the existing University cannot claim material continuity with the material intention of the Bill of 1538, it possesses a heritage of spiritual intention of considerable value. The Annals of the University for 1942–1943[4] contain, among other articles of general interest, a survey of intrusive elements into the vernacular with details of origin, usage, and modification. The lists suggest interesting possibilities of further study for those interested in the loom of language concept. Dr. H. de Castro contributes a paper on the precise determination of the meridian in areas nearest to Ecuador; a paper by Professor M. C. Henriquez supplies documentary material for a History of Santo Domingo, and Professor F. S. M. Puello surveys the problem of cancer of the oesophagus. There is material in these publications for students interested in the possibilities of one of the byways of human activity.

[1] **Trujillo, a Full-size Portrait.** By E. R. NANITA. (1939.)

[2] **Santiago Reajuste de la Deuda Externa.** By RAFAEL L. TRUJILLO. (1937.)

[3] **Santiago la Bula in Apostolatus Culmine Del Papa Paulo III,** (1944.)

[4] **Annales de la Universidad de Santo Domingo.** Ano VI Nos. 1 + 2, Anno VII, Nos. 1–4. (1942–1943.) Cuidad Trujillo.

EDUCATIONAL MEETINGS

THE thirty-ninth annual meeting of *The Historical Association*, which was held at Boston, Lincs, from December 29, 1944, to January 1, 1945, was of unusual importance. It was the first full-scale meeting held since 1939, and it saw the adoption of a very ambitious programme of post-war development, which the Council had been elaborating for the last eighteen months.

This programme was presented to the Association by the President, Professor A. S. Turberville, in his annual address on December 30, and was discussed at the general meeting on January 1. The main points were as follows: (1) The general aim of the Association was to promote the study of history among both teachers and laymen, who were about equally represented among the members. It was felt that the Association should put forward its views, and seek to influence policy on these matters, much more actively than it had done in the past. General meetings would as far as possible be devoted to one aspect of history, and the teaching of the subject in the new schools and universities would be the subject of special inquiries. (2) To promote the study of problems in connexion with the teaching of history, the various committees of the Council dealing with

(*Continued on page* 136)

Digitized by Google

DULL? NO WE SAW IT ON THE FILMS!

"Seeing is remembering" . . . that is why the documentary film is such a valuable medium for modern education. Intelligent screen representation gives vivid outline to 'serious' subjects, in a manner particularly stimulating to the young mind.

A series of admirable documentary films on social and domestic science, health, food, housing, education and other problems of citizenship, is made available, free, to approved borrowers by the Gas Industry. The latest of these, "Words and Actions," shows democracy at work, yesterday and today . . . the kind of people who are winning the war and who will help to rebuild the world after victory.

Ask your local Gas Undertaking for full particulars of this film series . . . or post this coupon:

CUT THIS COUPON OUT AND POST TO:
The Secretary, British Commercial Gas Association, 1, Grosvenor Place, London, S.W.1. Please send, without obligation, particulars of your Documentary Films and booking form.

NAME.....

ADDRESS.....

F.8

GREAT BRITAIN AND THE EMPIRE

A Discursive History

By JAMES A. WILLIAMSON, M.A., D.Lit.

7s. 6d.

A new short history which presents a clear and comprehensive view of the development of the mother country and the empire, from the fusion of the peoples who made the English nation to the family relationships of the modern Commonwealth. A stimulating and needed text-book for School Certificate, Higher S.C., scholarship candidates and others, by an experienced teacher of history who is also one of the best historians writing in this country.

★

STAGE 'A' GEOMETRY

By R. W. M. GIBBS, B.A., B.Sc.

Fifth and enlarged edition including an Introduction to Navigation. With 179 figures in the text and 375 exercises.

Without answers	**3s.**
With answers	**3s. 6d.**

In Part I the usual ground up to Pythagoras and the first elementary ideas of the circle is covered, but there are also sections on mensuration, loci, symmetry and similarity. The treatment is light and practical and reflects out-of-school activities. Part II covers an Introduction to Navigation and includes Angles and Triangles, Direction and Speed and the first principles of Air Navigation: this is an entirely new and extensive addition to the book.

★

DEDUCTIVE GEOMETRY

(Stages "B" and "C")

By R. W. M. GIBBS, B.A., B.Sc.

To School Certificate standard. Fourth Revised Edition, with 366 figures and 1,047 exercises.

Pupil's Book	**5s. 6d.**
Teachers' book	**8s. 6d.**

Distinctive features: Exercises graded in difficulty. Subject-matter divided into groups and chapters. Three sets of exercises to each chapter in addition to easy exercises in the text itself. Concise and clearly written proofs which can be used as models for reproduction. Clear type and telling figures. School Certificate standard, including solids.

★

A. & C. BLACK, LTD.

4 SOHO SQUARE, LONDON, W.1

Digitized by Google

this subject had been consolidated into a new committee under the chairmanship of Mr. S. M. Toyne. An annual survey of " The Year's Work in History Teaching " would be issued after the war. It was hoped to make the teaching of history library the best in the country. A survey of teaching methods in the undergraduate schools of the British universities would be undertaken. (3) A greatly expanded programme of publications was planned. The existing quarterly journal, *History*, would continue to serve the more professional section of the members. The pamphlets would include a majority dealing with broad aspects of history, and would be planned to suit both the general reader and the teacher. A " popular " magazine, which would serve the general interests of both teachers and laymen had also been approved. (4) Improved accommodation, including a reading room and a model " history room ", better staffing and similar facilities would be provided at the Association's headquarters. (5) During the immediate post-war years a membership campaign, with a target of 10,000 members and 100 branches, would be undertaken. This would about double the present membership. (6) An appeal would be made for voluntary contributions to provide an endowment fund.

A discussion was held on December 30 as to the place of local history in school teaching. The chairman, Dr. J. F. Nichols, in opening the discussion, said that there was no place for the set study of local history in school ; to a great extent it could supply the concrete detail which made history real, but unless taught against a wide background it had only an antiquarian value. Capt. Salmon thought that it was possible to overstress local history, but believed that, where local and national history could be correlated, the more local history there was the better. Several members emphasized the importance of the subject for younger children. Dr. Margaret Sharp disagreed with the chairman ; she felt that younger children could be greatly interested in history by means of local studies, and said that she had found that boys of 9 and 10 were more interested than older ones. Mr. Kuhlicke suggested that examinations made the older pupils impatient with local history, but Dr. D. P. Dobson said that, if the schools wanted it, they could have local history in the examination syllabus. The problem of the supply of illustrations was also discussed ; Mr. Kuhlicke pointed out that many authorities had had their documents micro-filmed when the war broke out, and it might be possible to make some of these available after the war.

AT the second conference of industrial representatives organized by *The Vacation Work Committee of the Imperial College Union* in December, 1944, the subject discussed was " Industry and University Education ".* It is clear that industrialists are concerned about this question, and at the conference they suggested that the services which the universities owe fall under three main headings—the provision of research workers, of men who will control production, and of leaders who will take their share in management. These different demands did not all come from the same speakers, but there is no indication of serious dissent, although a difference of emphasis was expressed in various quarters.

There could only be general agreement on the need for a greater supply of scientific minds for the service of industry, and what the conference brought out was that this is a composite need. In the first place Dr. Dunsheath made an earnest plea for scientifically trained men who were also humanists, men able to take their share in handling that most valuable of all industrial assets—namely human beings. It was for the universities to give industry its leaders, and to that end he asked that " in addition to an equipment of mathematical and scientific data, they possess some knowledge of humanity with its intricate and sometimes contradictory relationships ".

Professor Briscoe laid stress on the necessity for developing, and then giving scope to, the highest personal qualities of the scientist. If men are really to be leaders they must " have strength and reliability of character, human sympathy and understanding, and an outlook on life which, while kindly and tolerant, is yet critical and sane and just. They ought to have wise judgment, indefatigable enthusiasm, and faith in their mission ". He realized that this is a large demand, but is nevertheless insistent, and faces the difficulties of realizing his ideal.

He complained that many good minds are lost to science by the pressure of the schools directing them away from science and towards paths which lead to the church, law, commerce, accountancy. There is probably some truth in this, but the scientists have themselves partly to blame. Owing to the intense specialization in university courses, and the high but narrow demands on the scholarship winner, the upper-school studies in the sciences have tended to alarm schoolmasters who wish to keep their curriculum humane and broad. This justifiable desire, coupled too often with a narrow estimate of what is humane, results in shyness of scientific specialization in the sixth form. One reply is that not all linguistic studies, which are often regarded as the alternative, are necessarily humane ; but a better one would be to make the courses for science scholarships as richly humane as they might be if universities would judge their entrants by different standards, and give fuller recognition to qualities of mind and imagination and to accomplishments which may be outside the usual range of the science scholarship examination.

It is interesting to note that several industrial speakers complained that young scientists are apt to prefer working in a field of research and pursuing investigations in the laboratory, whereas industry needs them to go into the factory and to apply their knowledge to the practical problems of production. If this is true it may betoken one of two things. They may have such single-minded enthusiasm for the pursuit of pure truth that nothing can divert them. But may it be in some cases that their imaginations are not sufficiently lively to enable them to perceive the excitement which awaits them in the more actual field of production, and not only the excitement but also the satisfaction of accomplishment in the service which industry has to render ? And so it comes back to the question how scientific training can develop a full man, who, while having the technical equipment, has not been allowed to leave any element in his personality undeveloped. This is no easy problem to solve, and it was clear that the Conference was alive to its difficulty and its dimensions. The sheer quantity of scientific knowledge has become appalling to the teacher and the taught. Professor Bairstow painted a picture of a student completing his research course and military service and being ready at 23 or 24 to begin to earn, and to marry when he is nearing 30. He appears to reach the conclusion that there must be some simplification of scientific training by

(*Continued on page* 138)

* Proceedings of the Conference of Industrial Representatives Number Two, *Industry and University Education* ; published by the Imperial College of Science and Technology, 1945.

Digitized by Google

THE POST-WAR SCHOOL

A new method of Lighting . . .

IT is now clear that after the war the accommodation and equipment of all provided schools will have to be raised to a common standard—the highest.

So far as lighting is concerned (certainly in the case of the " plan units" contemplated in the Government report on " Standard Construction for Schools ") this inevitably means the use of fluorescent lamps, providing, as they do, illumination of approximately daylight quality.

Specific advantages of Mazda Fluorescent Lamps for school lighting include :—

1) **Efficiency** — they give *three times* as much light as the best tungsten filament lamp of equal rating.

2) **More light** — because of their very high efficiency far greater intensities of lighting are economically possible.

3) **Diffusion**—low surface brightness reduces glare and aids even diffusion of light.

4) **Daylight appearance** — the quality of Mazda Fluorescent lighting is almost indistinguishable from daylight.

Mazda Fluorescent Lamps can be used in the daytime to *supplement* daylight, with the object of (a) equalising the illumination throughout the rooms so that children remote from windows can see just as well as those who are close to them, and (b) increasing the amount of *effective or usable* room area.

BTH now manufacture *two* fluorescent lamps (a) the original Mazda *Daylight* Fluorescent Lamp suitable for class rooms and (b) the new Mazda *Warm-White* Fluorescent Lamp which provides a warmer illumination of *sun*light quality (suitable for halls, playrooms, etc.).

BTH Engineers of the Lighting Advisory Service are qualified to inspect the lighting in any school and to submit a report. This will enable you to decide whether the lighting is hindering or helping educational progress and how it is affecting eyesight and general health. In the event of modifications or improvements being necessary, BTH Engineers can design the installation and recommend the most suitable Mazda Lamps and Mazdalux equipment.

MAZDA

Fluorescent Lamps

LIGHTING ADVISORY SERVICE

The British Thomson-Houston Co. Ltd., Crown House, Aldwych, London, W.C.2.
Lighting Section, Bridle Path, Watford. Tel. Watford 5811.

BTH

M.4044

Digitized by Google

utilizing the combined knowledge of narrower specialists as a team. That may be the answer, but such a remedy carries deadly peril unless these narrow scientific specialists are given the opportunity for developing their personalities in other fields of knowledge and human interest. Education is a very different process from instruction, and it is only educated scientists who can make the contribution to industry which industrialists want and which surely they have a right to demand from the universities. That is the very product which it is the secular responsibility of the universities to supply.

AT Welwyn, on February 2, the pioneering work of the teachers in Hertfordshire and of Common Ground Ltd. were brought together at a *Conference on Visual Education* held at the Church of England senior school, under the auspices of the Hertfordshire Education Committee. For this conference Common Ground displayed the Background Exhibition of twenty-colour lithographic posters from their survey of the industrial revolution, together with film-strips and short teaching films from the same series, and demonstrated the way in which they were integrating the various graphic forms. The chairman, Mr. A. R. Chorlton, Deputy Education Officer, opening the conference, explained that Mr. G. P. Meredith, the Lecturer in Visual Education at the University College of the S.W., had been prevented from attending to deliver his lecture. He introduced Lieut.-Commander Conrad Rawnsley, R.N. (Retd.), Chairman and Managing Director of Common Ground Ltd., who had consented to address the meeting in Mr. Meredith's place. Mr. Rawnsley then addressed the conference.

He said that the fundamental aims of education in a democratic state were :

1. To develop the character of the individual and the powers of criticism and of self-expression.
2. To cultivate correct social attitudes—among which is a proper sense of responsibility to the community.
3. To equip the individual to make his full contribution to the life of the community.
4. To enable him to derive the greatest happiness from life.

He saw in visual education a promising agent for a revolution long overdue in the scholastic world. Here at last was a technique to supersede the abstraction of the chalk diagram, and the wasted hours spent in its interminable repetition—a technique by means of which the strange and the unreal could be introduced in terms of the familiar and the real—a magic carpet to the ends of the universe. The visual aids policy was an easy road—a few pictures to brighten the business. The Visual Education Movement on the other hand had many problems to solve—the first of which was concerned with the psychology of visual presentation, the second with the translation of theory into practice and experience into improvement, and the third with the design of the curriculum.

At the end of the lecture a film-strip and a short teaching film on Coal Mining, which was also represented by one of the posters in the Background Exhibition, were projected. A lively discussion then followed, in which the interest of the teachers in the problems of visual education and in the endeavour to integrate the graphic forms in this display was evident.

During the afternoon, Mr. A. Arkinstall, Honorary Secretary of Watford and District Audio-Visual Education Association, and Headmaster of Callow Lane Junior Boys' School, lectured on the essentials for a successful visual programme, stressing the importance of co-operation between the teaching profession and the producer of visual materials. He emphasized the need for research into the problems of visual education and for courses for practising teachers in the training colleges in the use of visual materials and apparatus.

He suggested that a central clearing house of information on visual materials would be a pressing future need. This would coordinate the work of bodies such as the B.B.C., British Film Institute, the museums, the Ministry of Education, local education authorities, and the University Research Centres on the one hand, with the producers of visual apparatus and materials on the other.

In the course of his address, Mr. Arkinstall mentioned that in his own experience he had found it possible by visual means to raise the level of knowledge in the backward pupils to that of the more advanced. He put forward that in the present year Hertfordshire should decide on certain limited objectives in the field of research and experiment in order to prove that visual education is a worth-while project, which can and will produce results.

A discussion followed, mainly on questions of equipment and finance, in the course of which Mr. A. R. Chorlton stated that the education authority were considering meeting the whole cost of visual apparatus and materials for schools in the Hertfordshire area.

AFTER a break of six years, *The School Library Association* resumed its annual meetings in connexion with the Conference of Educational Associations on January 3 and 4, the chair being taken by Mr. Evan T. Davis, Director of Education for West Sussex and President of the Association.

The morning meeting on January 3 was devoted to a conference on "The Library in the New Secondary Schools". Papers were read by Mr. Grant Uden, Headmaster of Cudham Senior School, Kent, on "The Modern School and the School Library"; by Dr. H. Lowery, Principal of the South-west Essex Technical College, on "The Library in the Technical College"; and by Mr. H. B. Lawson, H.M.I., on "School Librarians Look Ahead".

Mr. Uden pointed out that, though no elementary school in his own experience had had a real library, a library is nevertheless as essential to a school as a playing-field or a gymnasium. Now that senior schools are to become secondary, and are to have libraries, two immediate needs are that teachers themselves shall realize that adequate school libraries are a vital necessity in education, and that there shall be teachers trained in the management of school libraries to administer them. The response of the children is never in any doubt.

Dr. Lowery spoke of the contrast between the narrow training of the old trade school and the broad trend of modern technological education. Good technical training rests on a solid foundation of the basic sciences and a sound general education. The library in a technical college is a major enterprise, and is as important as any laboratory or workshop. He stressed the need for the widest possible range of material in the technical college library (including literary and "non-scientific" subjects), and for positive training in its use, especially by the long essay and project; and the importance of appointing an enthusiastic member of the staff to take charge of it.

Mr. Lawson took as his starting point the new provision of the Ministry that all secondary schools shall have libraries, and spoke of its implications. It

(*Continued on page* 140)

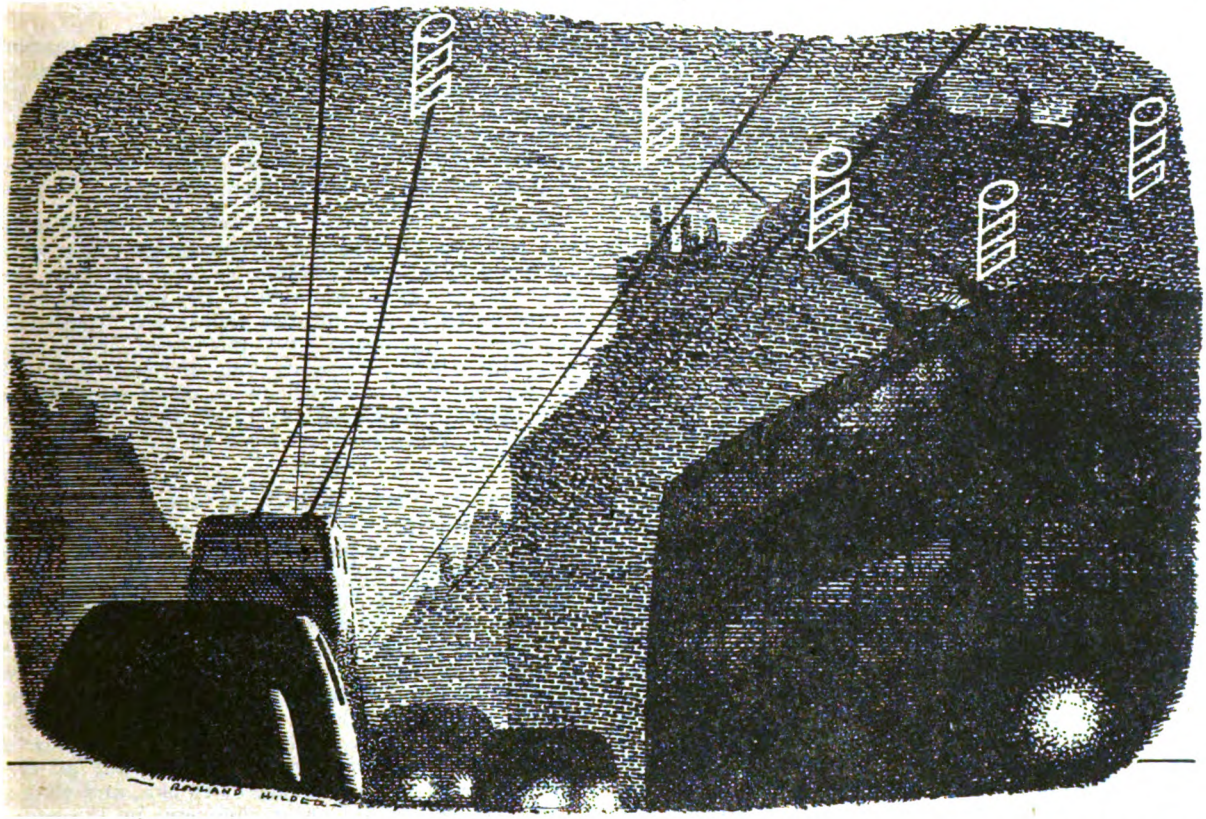
Digitized by Google

ODYSSEY OF THE BROADCAST PROGRAMME · No.3

Look out for the live wire!

Live wires have their uses but not for the improvement of wireless reception. Yet, often enough, they lie all across the track of the wireless waves on their adventurous journey from the microphone to the listener. And there's nothing he can do about it.

But Rediffusion can do something about it—and does. Listeners who live in an area wired for Rediffusion need not be troubled by atmospheric obligatos to their orchestral concerts or their dance programmes. Specially designed reception stations, manned by radio engineers, receive the world's broadcasts. A direct wire connection from the B.B.C. studio to the home of the subscriber protects the programme from every kind of interference. That's why wireless always sounds so well to a Rediffusion listener. Though it comes from across the world, for all practical purposes he's in the studio.



PRIVATE WIRE RECEPTION PROTECTS PROGRAMMES FROM ATMOSPHERICS

In all areas wired for Rediffusion the service is available for private housing, public buildings, schools, factories, hospitals, civic institutions and open spaces. Full information will be gladly given in response to enquiries addressed to the head-quarters of Rediffusion at the address at the foot of this page.

REDIFFUSION

ISSUED BY BROADCAST RELAY SERVICE LTD., VICTORIA STATION HOUSE, VICTORIA STREET, LONDON, S.W.1. TELEPHONE VICTORIA 8831

★

Digitized by Google

imposes a great responsibility, and offers a great opportunity to any Association concerned with school libraries. " Do we know the answers to the questions that will be asked ? Have we the resources to deal with them ? " He closed with a survey of the field which such an Association should cover—educational theory, educational practice, information, school library administration and method, research, organization.

At the open meeting in the afternoon, Mr. W. O. Lester Smith, Director of Education for Manchester, spoke on " The New Education Act and the School Library ". He began by referring to the new lay-out in education. Secondary education is to be for all, according to aptitude and ability ; and every secondary school is to have a library, for which building regulations have already laid down minimum dimensions. Many problems must be faced in carrying this policy into effect, similar in general to those with which the Carnegie Committee dealt ; and the solution must depend in each case on the aim and purpose of the school. Mr. Lester Smith then put in a plea for adequate library provision in the educational stages which precede and follow the secondary stage. The Act views education as a continuous process, in the three stages of primary, secondary, and further. If the library is a necessity in the secondary stage it is not to be disregarded in the others. It is important to provide good reading early ; while in the stage of further education the youth colleges and community centres offer a most important field. Lastly, he uttered a warning against the present danger, in our anxiety to make education more practical, of a " reaction against books ". " The school library is a principal guardian of a civilization half devastated and destroyed."

The meetings were most enjoyable and inspiring, and fully justified the Committee in its decision to resume them. The text of the papers read will be published in the next issue of *The School Librarian*.

TOPICS AND EVENTS

Oxfordshire.—The Oxfordshire Education Committee have produced an interesting scheme for the reorganization of secondary education in the county. The scheme provides for three types of secondary school—(1) Lower, (2) Upper, (3) County High. It is estimated that under the Education Act some 2,000 pupils will enter secondary schools each year. These should attend a mixed Lower School for two years (11–13). There would be twenty of these schools each accommodating 200 pupils divided into four streams according to ability. Each Upper School would provide for about 285 boys or girls (13–16) with a sixth form for those continuing their full-time education after 16. There would be four streams in each—higher academic, higher technical, lower academic, lower technical—with easy transfer from one stream to another. It is estimated that about eighteen of these Upper Schools would be needed, nine for each sex. Hostels would be provided where necessary, the boarding fees to be paid by the parents. There would be close contact between the Lower and Upper Schools, some being under the same body of governors or even under the same headmaster or headmistress. In addition, there would be two County High Schools, one for boys and one for girls, each providing for about from 200 to 250 pupils (13–18), with an academic and a practical side. These schools would be mainly boarding schools, but situated in places where as many boys and girls as possible could attend as day pupils. Admission would be on exceptional merit and promise only, and there should be easy transfer from the Upper Schools.

The Committee point out that their scheme provides a Grammar School in the academic stream of the Upper School and in its practical stream a Technical School. It is an essential part of the scheme that these streams should form part of a single school and not separate schools. This would make it easy for the various courses to enjoy parity of esteem with parents and employers. Each school, moreover, would be a community in which pupils of all types would rub shoulders and make their own contribution to its life and activities. The Committee believe that their scheme of County High Schools is the best solution of the problem of providing, in a large sparsely-populated area, sixth forms large enough to admit of adequate subdivision, with specialist teachers for each subject. This clearly cannot be done in day schools whose catchment areas cannot supply more than 100 boys and 100 girls annually, of all grades of ability ; it can be done if the cream of 2,000 annual entrants is collected into two residential central schools. The scheme of Lower Schools for all entrants should ensure trustworthy selection at 13 plus, according to ability and aptitude.

Surrey.—The Scheme of Divisional Administration has now been issued. It does not differ very markedly from other schemes we have seen, but we note that allowance is made in the constitution of divisional executives for the inclusion of " selected members " appointed by the local education authority. When there are four of these, two will be teachers serving in schools or other educational institutions maintained by the local education authority. When there are fewer than four, one such teacher will be included.

Lancashire (East) Branch of the I.A.A.M.—A Memorandum prepared by the Lancashire (East) Branch of the Incorporated Association of Assistant Masters in Secondary Schools begins by remarking that on March 31, 1945, two events of great significance will take place : the present connotation of the term *secondary* will become obsolete, and the present Burnham agreement will terminate. The future position of the existing secondary schools is then examined in the light of certain pronouncements made in the Norwood Report, suggesting that a higher proportion of pupils should remain at the secondary school until the age of 18 plus, and that a larger number should enter commerce or industry. Sixth-form pupils more alert and mature than the younger children have the passionate sincerity of adolescence ; they are the ideal material for advanced education, provided that sensitive and intelligent direction of their studies is available. Such work not only demands in the teacher specialized knowledge of a high order, but also implies a clear obligation to keep abreast of all new developments in his sphere, in literature, in historical research, or in the social and natural sciences. Thus a university degree is the minimum qualification.

Reference is then made to the salary scales proposed by the Burnham Committee, and the small additional payment for graduates is adversely criticized.

(*Continued on page 142*)

Digitized by Google

VISUAL EDUCATION

The Graphic Series

Background Exhibition
Classroom Exhibition
Film-Strip
Teaching Film
Background Film
Postcard Illustration
Teaching Notes

Made by

COMMON GROUND

Educational Graphics
Glebe Place
Chelsea
S.W. 3

Digitized by Google

Warwickshire.—The Education Act Committee passed the following resolutions: That the scales now submitted by the Burnham Committee be accepted on the condition that the Minister of Education gives a specific assurance that a more substantial grant than that at present contemplated for the purposes of the Education Act, 1944, will be made available to those education authorities which could not otherwise give effect to the proposed scales without hardship to their ratepayers; and that the Committee are of the opinion that the form of the proposed scales does not offer adequate inducements and rewards to distinctive ability and achievement, and that quality in the education service is likely to suffer accordingly.

Somerset.—It is proposed to provide part-time clerical assistance for head teachers of elementary schools. In schools with 101 to 200 children, the assistant will be employed for not more than five hours a week at a salary not exceeding 1s. 6d. an hour, and so on, schools with 351 to 500 children being allowed assistance for fifteen hours. When there is a school canteen there may be a 50 per cent. increase in these times. Initial appointments may be made at a salary less than that mentioned to allow increments for good service.

The Education Committee has considered the Burnham Salary proposals, and recommends that the County Councils Association be informed that the Somerset Education Authority: (i) accepts in principle the scales of salaries now recommended; (ii) regrets that higher additional allowances have not been given in respect of graduate teachers; (iii) strongly urges that the Government should contribute a substantial increase over the standard rate of grant towards meeting the cost resulting from the implementation of the proposed scales.

Nottinghamshire.—In response to an appeal for men and women willing to talk to Youth Groups about their own interests and experiences, the Education Committee has been able to form a panel of people who offer an interesting and varied selection of talks. The subjects include archaeology, behaviour problems, camping, drama, farming, insurance, local knowledge, mining, music, post-war reconstruction, religion, scouting, and many others.

Carlisle.—An interesting report of the Juvenile Welfare Sub-Committee, set up on the initiative of the National Association of Head Teachers to investigate the problem of juvenile delinquency as it exists in Carlisle, makes valuable suggestions on remedies and the means to their fulfilment.

Medway Area.—The report of a Conference of representatives of Magistrates, Churches, Teachers, local education authorities, Police, and Youth Organizations called by the Medway Youth Committee is worthy of attention. Stress was laid on the decline in family life accelerated by the war, large classes in elementary schools, and that much delinquency was not criminal in intent but was merely mischief in conditions where there was no provision for harmless outlet. The conference recommended that Community Centres should be established in all suitable areas where facilities for all kinds of recreation should be provided.

British Film Institute.—A great increase of interest in the training colleges is noted in the eleventh annual report of the British Film Institute, which also calls attention to the fact that the Youth Movement has become increasingly conscious of the importance of the film. The National Film Library has added 290 films to its collection during the year, and local work of importance has been done in various parts of the country.

Women Teachers for Belgian Forces.—Two Englishwomen, Mrs. E. M. Knight and Mrs. Dorothy Baker, both graduates of Birmingham University, will shortly be travelling to Belgium at the request of the Belgian authorities to organize the teaching of English to members of the Belgian Forces. Mrs. Knight was for three years teacher of English, on the recommendation of the British Council, to the Belgian Brigade while it was stationed in the United Kingdom, and has now been released by the War Office to take up the work in Belgium. Mrs. Baker is a teacher employed by the British Council and has conducted intensive courses in English for Allied European Liaison Officers to enable them to take up their duties on the North-Western fronts. She has been seconded by the British Council for service with the Belgian Army.

Red Cross.—Contributions from schools and colleges and young people's organizations, sent direct to the Headquarters of the Duke of Gloucester's Red Cross and St. John Fund, reached a total of £350,000 on January 1, 1945. This figure excludes the many donations paid to local funds, and, if these were added, it is estimated that the total would be at least half a million pounds. There has also been a remarkable response to an appeal for treasure-bags for the wounded, and for useful articles to put into them, such as writing-paper and pencils, 'hussifs', soap, razor-blades, playing cards, and cigarettes. In some of the schools the girls have made the bags and the boys have supplied the "treasures". These bags are immensely appreciated by the men, who would otherwise have nowhere to put also their own small belongings. "Sheet" music is now urgently required for British prisoners of war in Germany, and it is thought that some schools and colleges may like to help in meeting this demand. Almost every kind will be welcome except out-of-date oratorios and soprano ballads. Copies should be clean and unmarked, and should be sent to the Prisoners of War Department, Red Cross and St. John War Organization, St. James's Palace, S.W. 1.

Ling Physical Education Association.—The largest donation from the Ling Physical Education Association to the Duke of Gloucester's Red Cross and St. John Fund has been sent for 1944. As a result of demonstrations of physical education, dancing, and various forms of recreation, in the women's physical training colleges, girls' schools, and other educational institutions, a cheque for £744 5s. 1d. has reached the Fund. In 1940 £184 was sent; in 1941 £280 19s. was sent; in 1942 £380 19s. 9d.; in 1943 £507 8s. 6d. A special letter to the Ling Association expressing the gratitude of the organizers of the Fund has been received from Lord Wigram.

British Social Hygiene Council.—The Annual Report states that activities have been concentrated on three subjects: (1) Public enlightenment on population problems and the place of the family in the social structure; (2) the scientific aspect of the questions of sub-fertility and sterility; (3) the serious conditions likely to arise in Europe during the Armistice period with regard to the spread of V.D.

Digitized by Google

and the revival of traffic in women. There can be but few of our readers who do not recognize the value of the work done by the Council and the desirability of supporting it.

Institute of Marine Engineers' Examinations.—The next examinations for admission to the Institute of Marine Engineers will be held as follows: Students (Common Preliminary Examination)—April 10 to 13 and October 2 to 5, 1945. Graduates (Section A of Associate Membership Examination)—June 4, June 6 and 8, 1945. Associate Members—June 4 to 11, 1945. Syllabuses of these examinations, copies of previous papers, and particulars of exempting qualifications will be supplied on application to the Secretary at 73 Amersham Road, High Wycombe, Bucks.

A New Information Centre.—The Association for Education in Citizenship has decided to set up a Centre at its London headquarters to provide members of discussion groups and others with information on public affairs generally—home, imperial, and international. (Address: 51 Tothill Street, London, S.W. 1. Tel. Abbey 5743.) The service will provide general advice upon books, pamphlets, and other sources of information, a lending library, and will sell books and pamphlets; special information will also be supplied on particular subjects. The Information Centre will be under the direction of Mrs. Wilfrid Fordham.

Divinity Courses.—A course of lectures on the foundations of Christian thought and on the literary and historical background of the Bible will be delivered, as in former years, by the Manchester Reader in Religious Education of Oxford University. Owing to war conditions, the course cannot this year be held at Oxford, but accommodation has been found at Exeter (Devon), where Reed Hall, a residential Hall of the University, has been secured. The cost will be about £4, inclusive of gratuities and all other expenses (except travelling), for the week from July 31 to August 7. A second course, of a slightly different nature, for the week from August 10 to 17, is also being organized in the same Hall. At this course, the morning sessions will be devoted to a study—in English—of Greek history and thought, and the later sessions of each day to a more detailed examination of the Gospels. A few vacancies for this second course are still available. The lectures are free, but a registration fee of 5s. (for each course) is charged to cover expenses. This should be sent, on application, to Dr. R. B. Henderson, New College, Oxford.

To-morrow's Secondary Schools.—The Fabian Society announces a conference on "To-morrow's Secondary Schools" to be held on March 10, from 2.15 p.m. to 6.45 p.m., at the Conway Hall, London. Speakers include Dr. F. M. Earle, Headmaster, Kirkcaldy High School, Grayson D. Kefauver, Dean of the School of Education, Stanford University, and Miss Marjorie Wise, Headmistress, Cambell Senior Girls' School, Dagenham. The second session will be devoted to contributions from the floor. Mr. E. G. Savage, C.B., L.C.C. Education Officer, will open the discussion.

Youth Service Volunteers.— The Operational Staff of Youth Service Camps, Ltd., have produced a very interesting survey giving particulars of the valuable work done in harvest, fruit-picking, salvage, and other camps in 1944. It is a heartening record. (19 Cowley Street, S.W. 1, price 4d.)

(*Continued on page 144*)

Teach children

KERB DRILL

See that they always do it and set a good example by doing it yourself.

1. *At the kerb* HALT
2. EYES RIGHT
3. EYES LEFT
4. EYES RIGHT AGAIN
   then if the road is clear
5. QUICK MARCH
   Don't rush
   Cross in an orderly manner

4

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS', 13 Victoria Street, HUDDERSFIELD

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

iers. — The Speech hool from April 1 to 3, rie Gullan. It will king, Movement, etailed syllabus h Fellowship,

Regulations for the continuance for the current school year of the " meal " grant in operation in respect of the school year 1943–1944.

Administrative Memoranda :

No. 22 refers to a letter which the Ministry of Education has received from the Director General of the Post Office expressing thanks and appreciation for the valuable help given to the Post Office by the pupils of secondary schools in helping to dispose of the Christmas mail.

No. 23 accompanies a copy of a letter received by Ministry from the Carnegie United Kingdom The Trustees have decided that, as provision ties for recreation and social and physical vill, under the new Education Act, be the sibility of the local education authorities bodies, they will terminate on March eneral policy of making grants for cal youth clubs in England and are, however, prepared to con- utions such as Youth Hostels e facilities for the general ssociation and which, as be expected to attract from local education led to purely local institutions should ansmission to the

transport for obtain Civil equired for ils Service. to review uirements advisa- suitable ir area. efence ional

rn- nd er a

he ys ten- has ions and from f the ntry- vards Rees ribu- ban- er of what

ural

Digitized by Google

problems has been made in *Country Planning*,[1] a Survey by the Agricultural Economics Research Institute, Oxford. The publications of the Institute, hitherto mainly concerned with agriculture, are as well known as is the name of the Director, Dr. C. S. Orwin. He and his team of some dozen assistants have a fine achievement to their credit in this volume, which has been appropriately and generously provided with excellent photographs by Mrs. Orwin. In his preface, the Director says that the Survey was intended to be a "pilot" or experimental one, designed to test the method and the scope of an inquiry which would provide a basis for "Country Planning". It was intended to make the Survey in 1941, but it so happened that it was not begun until 1943 when the work had to be carried out in the latter half of that year. "This limited the scope of the inquiry", says Dr. Orwin, "and the degree of details." Perhaps it was as well, for in the opinion of the reviewer nice proportions have been kept throughout. It is a most readable book, full of shrewd observation and suggestion, and not without a sense of humour. The parts of this comprehensive survey are well balanced and the facts are clearly and skilfully marshalled. "In country planning", the Survey says, "the interest of the countryman must be the first concern, and any attempt to reconstruct the countryside will fail if it does not take into account all the circumstances of his life." The chapters cover farms and farming, farm reconstruction and rural industries; rural administration, housing, and the public services, education, youth service, and the health services; religious organizations, charities, social activities and organizations. What a wealth of material is here to set you thinking or to start you talking! It is a book which should be read by every person who has any interest or responsibility in the countryside, whether he be agriculturist or layman, for it contains information of which very many townsmen, and not a few rural dwellers, are ignorant.

"The purposes of country planning, as they emerge from this Survey, are twofold: to secure the greater efficiency of agriculture and land utilization; to provide conditions of living and opportunities in life for the countryman as good as those available to other sections of the community." Education has here a fundamental part to play, and the Education Act, 1944, fully implemented, will make possible a great advance towards both objectives. The many handicaps of the child in the single or two-teacher rural school are sufficiently well known to educationists and should be known to everybody. The Survey confirms the fact that the child of 11 years of age, taught in a mixed class which includes others down to 5 years of age in a rural school, is one year, and sometimes two or more years, behind the child of the same age and ability who has been taught in the larger classes of an urban school where better classification is possible and more amenities are provided. "Why should the fact that a child is born in a rural area limit his chances of educational advancement?" the Survey asks. There are a number of causes for this and for other difficulties which beset the rural child, *e.g.* upon the path to the university, the technical college, or agricultural institute and elsewhere, about the removal of which the Survey has constructive suggestions to make. Tribute is justly paid to the devoted service of teachers who often give their whole lives to the work of these schools with, on the one hand, long lists of deficiencies in educational provision, and on the other, long lists of duties extraneous to the fundamental duty of teaching. The

(*Continued on page* 146)

"If," declared G. K. Chesterton in his neat distinction between power and authority, "a rhinoceros should suddenly poke his head in at the door of this restaurant, there is no denying that he would have great power here. But I should be the first to rise and assure him that he had no authority whatever."

There is, however, no doubt about the authority of the broadcast talks printed each week in

The Listener

Every Thursday 3d.

A BBC PUBLICATION

Digitized by Google

individual effort to overcome the effects of professional and personal loneliness is sometimes too great for teachers, as it also is for some of the clergy, similarly placed. The Survey has stimulating suggestions to make in the chapter on " Religious Organizations " which every rural incumbent and every bishop should read.

What are the conclusions ? One of them is well stated in the following paragraph :

" The village of a few hundred people cannot survive as a healthy organism. All the evidence of the Survey points in this direction. It cannot maintain any of the social services ; it must send its senior, and sometimes all, its children away for their schooling ; it must share the services of a district nurse ; it cannot bear the overhead costs of water supplies, sewerage, or electric light ; it has few shopping facilities ; it cannot support the usual recreational organizations, cricket and football clubs, Women's Institutes, Young Farmers' Clubs, Guides and Scouts, and so on, solely because there are not enough men, women, and children of the various age-groups to run them ; it cannot give a living or a life to a resident parson or Free Church minister. The question at once arises, ' What is the minimum size for a healthy rural community ? ' "

An answer to this question is supplied by Professor C. B. Fawcett, of London University, in *A Residential Unit for Town and Country Planning*.[2] He would make the child and the class the pivot of the village unit :

" The most characteristic feature of a school is that the teaching is in, and to, classes and not solely or chiefly to individuals. For social education, children must be in groups ; even though each child is also an individual and needs individual care and attention. The solitary child loses that vital part of education which members of a social group give to and get from each other. Each class should consist of a suitable number of children at about the same stage of development, which for normal children means in practice of about the same age. How many children are needed to form a satisfactory class ? "

Taking twenty-five to thirty children as a reasonable number to form a class, and calculating that one-sixth of the population is in each one-year age-group (on an average), the school with twenty-five to thirty children in each class represents a total population of from 1,500 to 1,800 people. With a range of from twenty to forty in a class, the corresponding range of population is from 1,200 to 2,400. Prof. Fawcett develops his idea and deals with the numbers required for one and two stream schools, and for primary (to age 11) and secondary (over age 11) schools ; and he shows that, to overcome the problems of distance for infants and for seniors (who may now have to travel by cycle or bus to a secondary school serving an area), a village of reasonable proportions (for satisfactory social and communal life) can be built " so that no house need be more than an eighth of a mile (220 yards) from its centre ". That is a proposition worth careful examination. The book deals also with the number and distribution of villages (or vills—settlements) and their grouping.

How will it be possible to build up villages to the numbers required for sound communal life—how to provide them with essential services—how to bring to rural life " the fullness of contentment " ? The reader must buy, beg, or borrow copies of these two books. He will be well rewarded.

[1] **Country Planning : a Study of Rural Problems.** By the Agricultural Economics Research Institute, Oxford. (7s. 6d. net. Oxford University Press.)

[2] **A Residential Unit for Town and Country Planning.** By Prof. C. B. FAWCETT. (3s. University of London Press.)

SOME MODERN LANGUAGE SUCCESSES

By VERNON MALLINSON, Senior Modern Language Master, Loughborough Grammar School (now in H.M. Forces)

IT must be over a year ago that I drew attention to what the increasingly severe paper restrictions would mean in the book-publishing world. I said that, while it could with justification be claimed that fewer and therefore better books would result, the tendency in the school-book business would be to discard experimentation, and to concentrate on the sound, solid, but unenterprising. My prophecy was fulfilled. I was gloomily satisfied. But now I have cause for some rejoicing. For despite all, some " winners " have crept in, and these I propose noticing this month.

Mr. Whitmarsh has done the Fighting French a rare service in his small glossary of phrases and expressions current in French broadcasts and in dispatches from military correspondents.[1] In dealing with the war at sea, in the air, on land, he is extremely good and accurate. In dealing with news and propaganda he is less accurate because pedantic and possibly " dictionary-bound ". The whole, however, is admirable, the classification superb. A neat shilling's worth.

Advanced French Conversation[2] from Heath is the third and last of a graded series of conversational manuals modelled on the lines of Kany's Spanish Series. The synonyms and footnotes are provocatively instructive, and the manual, in the hands of a lively and enterprising teacher, can be invaluable. The dialogues forming the basis of the conversational practice are lively, natural and compelling, covering a wide range of topics and catering for every possible taste. He will be a dull fellow indeed whose conversational fluency is not rapidly increased by the judicious use of this volume.

Miss Gresham hopes that her book[3] " will be found especially useful to those children who find French verbs difficult or uninteresting ". Though her book is sound and does what she set out to make it do, I feel we need fewer of these " curative " texts and more stimulating initial approaches. Miss Gresham should try her hand again.

So much is packed into the seventy pages of M. André Classe's brilliant and modest *Handbook of French Pronunciation*[4] that it almost defies criticism. This is not a book of general phonetics. It contains no theory to speak of. It uses a minimum of technical terms. It aims at being practical and gives only " reading rules " to cover the cases in which errors are constant. Yet it says something and achieves something. What more could you want ? Let me say quite simply that I cannot find praise enough and that it is likely to remain a classic of its kind. The diagrams and photographs are excellent and the chapter on " Connected Speech " is a brilliant little masterpiece in itself : the thorny problems of liaison are courageously and clearly handled ; rhythm and intonation, pitch and tune are illustrated by musical annotations, and there is a final paragraph giving much sound advice on the choice and use of gramophone records for private practice and self-tuition. The best half-crown's worth we have had for a long time.

Mrs. Saxelby, of course, has done it again ! In her fourth and concluding volume of *Cours de Français*[5] she sets out to bring the pupil " safely through the rock-strewn channel of the School Certificate " and hopes that " those who have studied the dangers of these strange waters " will see that she has done her

Digitized by Google

best "to provide a reliable chart". Mrs. Saxelby never wrote a worse preface nor a better book. She couldn't write a 'cram' book if she tried, and, as the quacks say in Hyde Park, I have letters to prove it. But all that is neither here nor there. There are sensible exercises, the usual clear grammatical appendix, and a number of poems to be learnt by heart. But these are the mere incidentals. The book breathes the spirit of France and its author's love for the country and its people. The basic background consists of a series of extracts, generally from contemporary authors, presented with the sure Saxelby flair for what will and will not interest. The illustrations are excellent. And the whole is a first-class contribution to the correct teaching of French.

His Majesty's Stationery Office has published a French version of *We Speak from the Air*[6] and decided to make the edition available for use in schools. Never was a wiser decision taken, for it comes at a time when every boy (and girl) is thrilled with the exploits of the R.A.F. and dreams only of the time when he too may serve. The book contains the texts of a series of twenty broadcasts made by men of the R.A.F.—first-hand accounts of aerial warfare, giving a vivid impression of the heroism and skill which lie behind the bare facts of official communiqués. The book is excellently produced and worth more than double the price. A good and stimulating Middle School and Fifth Form Reader—and a good source for Unseens.

Topical, too, is the experiment of Hélène and Frank Dash.[7] *The Guest* is a play written to be acted and capable of performance by boys and girls of only average ability. It received its *première* on May 20, 1942, and its cast consisted of pupils of the Stationers' Company's and Hornsey County Schools, now at Wisbech. It is a documentary of life in Occupied France, and its plot turns on the shelter given a R.A.F. pilot shot down on a raid over France. Brittany is the setting, and the wide variety of characters, young and old, are well if at times naïvely drawn. The prologue is delivered in English, and whenever the British airman is on the stage conversation is naturally part English, part French. Thus is the prospective audience fully catered for and the strain of continuous acting in a foreign language relieved for the cast. School dramatic societies could go much further and fare worse in choosing an end-of-term play. It runs to ninety minutes and provides good entertainment and food for thought for all—right down to the property master.

The selection of French verse prepared by Mr. Bisson for the Penguin Series is good and timely.[8] There have been many worse anthologies, few better. For Mr. Bisson knows exactly why he prepared this book, and he is at great pains in his introductory essay to make his purpose clear. French poetry has "one general characteristic that differentiates it profoundly from English". There is in it "an agreeable perception of the refined satisfactions of civilized life", and Nature seems, to the French lyric writer, "none the worse for careful human cultivation". So, the timely warning that one may not approach French poetry from English standards, and a carefully compiled anthology to show off French lyric verse at its best and to prove the Frenchman's more highly organized social and intellectual approach. Not exactly a class-book, but a book to have on one's shelves in which to browse.

Professor Green's edition of *Manon Lescaut*[9] is a welcome choice for the excellent series of French texts the C.U.P. has on hand. The binding is pleasing

(*Continued on page* 148)

McDOUGALL

A Modern School Geometry

By A. MacGregor, M.A., and James D. Fulton, M.A., B.Sc., *Head of the Mathematical Department, Mary Erskine School for Girls, Edinburgh.*

Books 1 and 2 cover the first three years' work for Secondary Schools preparing for the higher examinations. Book 3, with Books 1 and 2, affords a full course suitable for the Oxford and Cambridge Locals, Schools Examinations, and for all Matriculation Examinations throughout the country.

Book 1, 2/3. Book 2, 2/6. Combined, 4/-. Book 3, 2/6

Modern School Algebra

By P. J. Smith. *The County School, Willesden, some time Head of the Matriculation Department, Kilburn Polytechnic.*

Has features which the experienced teacher will use freely because of their undoubted value in stimulating interest and ensuring a thorough working knowledge of algebraic processes.

Book 1, First Year, 1/3 With Answers, 1/6
,, 2, for Second and Third Years, 2/9. ,, 3/-
Books 1 and 2 combined ,, 4/6

Elements of Modern Mathematics

By H. H. Pearce and G. A. S. Atkinson, B.Sc.

ARITHMETIC, ALGEBRA, GEOMETRY, MENSURATION.

Provides a good knowledge of elementary mathematics and a sound foundation for more advanced work.

Cloth Boards, 3/-. With Answers, 3/6

Graded Tests in Mathematics

By J. Thomson, M.A.

ARITHMETIC, ALGEBRA, GEOMETRY.

In each of the books the tests are graded so that they may be given periodically.

Books 1, 2 and 3, 9d. each. Answers, 8d. net

Practical Biology

By J. Mason, M.A., Ph.D.

The subjects of study are arranged seasonally. With numerous simple experiments.

In Two Parts, each 2/6. Complete Edition, 4/-

Rural Science

By J. Mason, M.A., Ph.D., and J. A. Dow, M.A.

This book is designed for the pupil, and affords ample opportunity for private research and individual effort.

Cloth Boards, 3/-. Teacher's Edition, 4/- net

Modern Citizenship

By A. Scotland, M.A., Ph.D.

Among the subjects treated are Education—Local Government—Central Government—Law and Order—Payment for Services—The Medium of Exchange—Trade and Commerce—The Empire Overseas—International Harmony. Limp Cloth, 2/2. Cloth Boards, 2/8

Everyday French

By E. Th. Trüe, Senior Master of Modern Languages, Robert Gordon's College, Aberdeen.

A collection of the most common French phrases, proverbs and idioms. Part 1, French. Part 2, English. The English translation, which has been made as idiomatic as possible, is printed separately to facilitate the use of the book in school. Limp Cloth, 1/6

Practical English

By C. F. Allan, M.A., Ph.D.

The Exercises challenge the attention of pupils who are ordinarily indifferent to the appeal of English Composition, and stimulate them to creative work.

Cloth Boards, 2/3

McDougall's Educational Co. Ltd.

80-82 GREAT JUNCTION STREET, EDINBURGH 6

Digitized by Google

and durable, the price moderate. The clear and concise introduction is perhaps wisely limited to a series of biographical extracts from Prévost's life, though I feel Prof. Green might have made more of the fact that the eighteenth-century novelist was fighting down the prejudices of the preceding century against the novel as a form of art; that the heroic and realistic novels were written out; and that Prévost's avowed aim as a novelist was the critical observation of human behaviour. The introduction as it stands hardly puts the book in its correct perspective and leaves one reader at least with the impression that perhaps after all M. André Gide was right in hesitating to include *Manon Lescaut* in his list of the ten greatest novels.

In conclusion, and mainly for the benefit of those readers who from time to time write and ask me to help in mapping out a course and choosing a textbook, let me add that in this list there is one outstanding book—the *Handbook of French Pronunciation*. The remainder, in their own particular field, are first-class and hard to beat.

[1] **War-time French.** By W. F. W. WHITMARSH. (Harrap's Modern Language Series.) (1s. net. Harrap.)

[2] **Advanced French Conversation.** By C. E. KANY and M. DONDO. (1s. 6d. Heath.)

[3] **A Simple Approach to French Verbs.** By HILARY GRESHAM. (Harrap's Modern Language Series.) (1s. Harrap.)

[4] **Handbook of French Pronunciation.** By Dr. A. CLASSE. (2s. 6d. net. Nelson.)

[5] **Enfants de France.** By E. SAXELBY. (Cours de Français, IV.) (4s. 9d. Ginn.)

[6] **Paroles Aériennes: La R.A.F. au Microphone.** (6d. net or 20s. for 50 copies. H.M.S.O.)

[7] **The Guest: a Documentary Play of Life in Occupied France.** By HÉLÈNE and FRANK DASH. (2s. 6d. net. Harrap.)

[8] **Des Vers de France: a Book of French Verse.** Selected by L. A. BISSON. (9d. Penguin Books.)

[9] **Histoire du Chevalier des Grieux et de Manon Lescaut.** By L'ABBÉ PRÉVOST. (5s. net. Cambridge University Press.)

ADULT EDUCATION

By H. S. MAGNAY, Director of Education, City of Leicester

MR. SHEARMAN has written, at the right time, a book which all educationists should read.* He discusses the English tradition in Adult Education, analyses the needs of our adult democracy, and gives us for our careful consideration his philosophy of the contribution which adult education in its various forms can make to the development of society. He mentions the work of major importance carried out in evening institutes and technical and art colleges for the younger group of adults, as well as the work of the universities in tutorial classes and extension courses and the pioneering approach of approved Associations. His appendix setting out the present provision, including adult education in H.M. Forces, is valuable.

He reminds us that " we must ultimately be concerned not with education as a function of society but with nothing less than the creation of a society which itself is educative ", and goes on to state that the social conditions necessary for the achievement of a significant adult education are " an effective political democracy; a large measure of social equality; and an economic system which does not frustrate the aspirations of the ordinary man ". Mr. Shearman tilts at some recent publications when he writes that the possibilities of excellence look differently from college windows and from a place in an unemployed queue.

From his experience he confirms the principle that there should not be a single pattern to which all forms of adult education must conform, the variety of approach is the life-blood of the developing movement, and he emphasizes that students must be free to initiate their own courses and share equally with the educational agencies in planning and controlling them. He pleads for " freedom of inquiry ". Here clearly lies the great work of the voluntary associations.

He quotes the example of Vaughan College, Leicester, where the local University College, the Workers' Educational Association, and the local education authority together provide adult education with the amenities such as stage and hall, cinema apparatus, library, kitchen, and laboratory, which are necessary in catering for the scope of adult interests.

His chapter on policy for post-war adult education, in which he indicates the work which will lie with the Ministry of Education, the universities, the local education authorities, and the voluntary bodies whose main purpose is educational, will repay careful study. He stipulates the need for real and active co-operation, and recognizes that an inevitable " overlapping " is necessary and not without value. The cultural study of music and art, the formation of drama groups, the place of residential adult education, the use of visual aids and wireless are all discussed. This book is worth having on our shelves—it has been written with knowledge and with vision; but when is some one going to write on adult education and use the words " Christian " and " Religion " in enunciating his philosophy?

* **Adult Education for Democracy.** By H. C. Shearman. (3s. 6d. Workers' Educational Association.)

MAGAZINE GLEANINGS

By T. RAYMONT, formerly Warden of Goldsmiths' College, University of London

OF the magazines which reach the office of *The Journal*, a high place must be given to the three issued by the Sharnbrook Press, Sharnbrook, Bedfordshire—*The School Library Review*, *English in Schools*, and *The History Supplement*. The first of these is the official organ of the school libraries section of the Library Association. The Scripture Number (Vol. IV, No. 1) is an admirable example of its work, the bibliographies being very comprehensive. So also is the Country Number (Vol. III, No. 9). *English in Schools* is on the whole sturdily critical: a good example is the article on " The Shakespeare Fetish " (Vol. II, No. 1), taking as its point of departure " the strange delusion that Shakespeare's plays are peculiarly suitable for children ", a delusion which " lives on with extraordinary persistence ". *The History Supplement*, the strong editorial board of which includes Mr. D. C. Somervell, provides articles of direct interest to the teacher of history.

The quarterly review *Scrutiny* often makes special appeal to teachers, especially of literature. A recent number (Vol. XII, No. 3) contains a trenchant criticism, by Mr. Denys Thompson, of Mr. Brereton's book *The Case for Examinations*. " His conception ", remarks Mr. Thompson, " of the teacher as one who needs to be kept up to the mark is inept, and I have yet to come across the eccentrics who (Mr. Brereton suggests) would dissipate the time of their pupils if they were not wisely curbed by the omnipotent

Digitized by Google

syllabus. . . . His notion of the child as a creature in constant need of stimulation by competition is equally poverty-stricken."

The lively little quarterly journal of Catholic education, *The Sower*, devotes most of its space in the current number (January, 1945) to the problem "What Makes a Good Teacher?" The invited contributors to the discussion include a former principal of a training college, an experienced lecturer in another training college, the headmistress of a girls' high school, the headmistress of an all-age elementary school, two American specialists, a lecturer in a university department of education, the headmaster of a senior mixed school, and the headmaster of a boys' grammar school. The discussion is, of course, meant chiefly for the religious community with which it originated, but such an array of talent and experience makes it also of general interest.

More than once the attention of readers of this journal has been called to selected articles in the magazine *Britain To-day*. A recent number (January, 1945) contains an article of much educational interest by Professor Ifor Evans on "English as an International Language". The English language, he says, will inevitably become the most widely-used means of international communication in the world, and he makes suggestions for the clarification of English to that end. The strength of his own convictions is indicated by his declaration that "of all the curses that have afflicted man, that of Babel is the worst. Language separates men and out of that separation hostility arises. The dumbness of two men of different speech is as if men were reduced again to the state of animals". Here at any rate is food for thought.

Education

Willingly to School

By J. Newsom. (3s. 6d. Student Christian Movement Press.)

This book by the Director of Education for Hertfordshire is one of a series on the future (of the Empire, the Home, the Village, the City, the Church, &c.) entitled "The Christian Looks Ahead", which the Student Christian Movement Press is bringing out. In the foreword Sir Stafford Cripps writes: "We must bring up our children as fearless and courageous Christians who will not hesitate to put justice and equality before their own selfish interests." On his last page Mr. Newsom says: "To the Christian there can be no question of the importance of education, for he is committed to the affirmation that every child has the right to the best initial training that society can provide and the value of each individual child to God and the community cannot be estimated in terms of a penny rate." The book is written in the spirit of these two quotations and covers, rather breathlessly, a wide field in a style and manner, as Mr. Newsom says, intended for the general reader. It should provoke discussion and a desire for more knowledge of the various sides of the whole problem. Mr. Newsom's chapter headings, "Why Education?", "The Parent", "The Common School", "Secondary Education for All", "Part-time Education", and "The Teacher", indicate the scope of his treatment. He does not shirk the real issue and we should be grateful to him for his assertion that the ultimate cohesive force in society must be spiritual and cannot be expressed in a political formula or an economic theory of value. "There is only one standard, God and my neighbour." H. S. M.

(*Continued on page 150*)

ARNOLD
LEEDS

"Best Seller" Play Anthologies

• CAMEO PLAYS •

Edited by GEORGE H. HOLROYD, M.A.

An excellent series of Ten books. Each book contains eight one-act plays, suitable for every age and type of scholar. Each play has sufficient character to give many scholars a part, yet they are short enough to be read in one lesson.

The following books are in great demand by Secondary Schools:

BOOKS 1, 2 and 7, for mixed characters
BOOK 8 for male characters
BOOK 9 for female characters

BOOK 10—PUPPET PLAYS
By H. E. Priestley, M.A., M.Ed., Ph.D.
Headmaster, Plaistow Municipal Secondary School

Eight plays with complete instructions and diagrams for making puppets and staging them. Illustrated.

Each book **10d.** (Cloth lined covers 2d. extra)

Notable authors include A. A. Milne, Wm. Cox, M. Armstrong, G. H. Holroyd, Clifford Bax, W. W. Jacobs, Hans Sachs, L. du Garde Peach, J. Drinkwater, L. Housman and M. Macnamara

Send for Prospectus or Inspection Copy

E. J. ARNOLD & SON LTD. LEEDS 10

'Milk of Magnesia' (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

Digitized by Google

Columbia : an American University in Peace and War

By F. W. BOARDMAN, Jr. ($1.00 ; 6s. 6d. net. Columbia University Press ; Oxford University Press.)

Columbia University *in the City of New York* (for this is its title, and it means exactly what it says) is now dedicated to total war. The United States Navy has moved into the Campus, where in days of peace 30,000 students pursued humane and professional studies. This little and profusely illustrated book records Columbia's unstinted contribution of its great resources to the imperative needs of the hour. To Dr. Nicholas Murray Butler, a name almost as familiar to English as to American ears, it has fallen twice in his tenure of the office of President to see the diversion of effort and postponement of aims at all times difficult to achieve in the restless and throbbing life of a great city. Nevertheless, who can doubt that what man has done man can do again, and that the beacon light of Columbia will shine out again to call New York to the arts of peace ? C. D.

The New Law of Education

By D. J. BEATTIE and P. S. TAYLOR. (21s. Butterworth.)

As Mr. Evan Davis says in a foreword to this volume, the 122 sections of the Education Act, 1944, and its nine schedules do not always make easy reading, and he quotes the remark made by the Earl of Selborne during the debate on the Bill in the House of Lords : " I think that in all these matters the outsider must be provided with a handbook. It is no good giving him an Act of Parliament and telling him to get on with it." In this book the compilers have provided just the sort of handbook for which Lord Selborne asked, and it will be invaluable not only to educational administrators but also to the lay members of the many bodies of one kind and another which are concerned with the administration of educational institutions.

The Introduction describes the educational system as it was before the Act was passed and gives an outline of the new system. The new powers given to the Minister, the functions of the new local education authorities, and the general implications of the Act are clearly explained. The main portion of the volume includes a description of the Act under the following heads : Central Administration, The Statutory System of Education, Independent Schools, General, Supplemental. There are Tables of Cases and Statutes affecting education, and an admirable index. The volume will be of great value to all concerned with the administration of the new Act and will help them to become familiar with its various provisions and their practical application.

The Kingdom of the Mind : Essays and Addresses, 1903–37, of Albert Mansbridge

Selected and Introduced by L. CLARK. (12s. 6d. net. Dent.)

The publication of this volume, containing seventeen essays, addresses, and sermons on adult education, is timely in view of the increased interest which is being taken in this subject. Dr. G. M. Trevelyan in a foreword says that it was given Dr. Mansbridge " to perceive that one of the greatest needs of our democratic society was humane education enjoyed by all classes, an education not stopping at the end of the school age, but going on throughout the life of men and women. Technical and scientific education are not enough. Good citizenship and the higher products of civilization both depend on the things of the spirit and imagination, which were in the greatest danger of being lost in a mechanical and material world ". A preface by the editor, Mr. Leonard Clark, contains an account and an appreciation of the author's life and work.

English

The Adventures of Bruno and His Friend Chimp

Written and Illustrated by SUSAN GLADSTONE. (6s. Dent.)

This attractive book was written and illustrated by a girl of 12, though no one would think so from the quality both of the writing and of the illustrations. Susan always draws with her left hand, and fortunately no attempt seems to have been made to make her right-handed. From babyhood she has produced original drawings and paintings, and when she was 5 some of her work was shown at the Children's Exhibition of the Royal Drawing Society and awarded a Gold Star. The book, however, does not depend for its interest on the youthful age of its producer, and it will give real pleasure to any child who is lucky enough to obtain a copy.

Familiar Fields

By P. MCARTHUR. (The King's Treasuries of Literature. 1s. 6d. Dent.)

This is a new edition of a volume which first appeared in 1925 and was reprinted in 1926 and 1927. It is a collection of some forty-five short essays and verses representing the author's view of nature and his philosophy of life. The description in *The Oxford Companion to English Literature* of another nature lover, Richard Jefferies, might be applied with equal truth to Peter McArthur : " a writer with a remarkable power of observing nature and representing it in combination with a strain of poetry and philosophy ". The best tribute that the reviewer can pay to this volume is that, after taking it up, he could not lay it down until he had finished reading it. The book is full of wit and wisdom. As the editor says in a foreword, Peter McArthur's " humour was of the kind that plays lightly over deep waters of serious meditation ". The essays on " The Lonesome Calf " and " Ducks " are admirable examples of humorous writing at its best. The volume is intended for school use, and there can be no doubt that boys and girls in any senior school would find it a delightful and inspiring text-book.

History

The Creative Centuries : a Study in Historical Development

By H. J. RANDALL. (17s. 6d. net. Longmans.)

Aeneas Silvius Piccolomini, Pope Pius II, is reported by Dr. Edward Armstrong in his *Italian Studies* (p. 219) to have discovered on his visit to Vienna a Professor who " had lectured for two-and-twenty years on the first chapter of Isaiah and had not yet reached its end ". (If he had lived in the twentieth century, instead of the fifteenth, he would assuredly have taken several Higher Degrees.) Mr. Henry John Randall, on the other hand, has had the courage to take the whole of Western Humanism for his province, and has emerged from the ordeal with brilliant success. Those of us who, amid the preoccupations of teaching and administration, have gazed wistfully at the serried ranks of *The Golden Bough* and *The Decline and Fall of the Roman Empire*,

Digitized by Google

not to mention the thirty-four great volumes of the Cambridge Ancient, Medieval, and Modern Histories, wondering whether in our retirement we would have the chance to read them, can take consolation, *ad interim*, in this masterly exposition of the lessons to be drawn from them.

Mr. Randall tells us that " this is a work of reflection not of research ", but this does not lessen our debt to him. He sums up, in a judicial spirit, the contributions to Western Civilization of Greece, Rome, the Christian Religion, the Middle Ages, the Renaissance, and the Industrial and Intellectual Revolutions of the eighteenth and nineteenth centuries. As a lawyer, Mr. Randall is at his best in his chapters on The Roman Law, The Common Law, The Mother of Parliaments, and The Modern State. He discusses the theory (so ardently supported by Nazis and Fascists) that the art of government is one in which moral considerations are as irrelevant as they are in the art of navigation, and shows that, although Nicolo Machiavelli had many followers, he also had a predecessor, Marsiglio of Padua, who profoundly disagreed with him. " The truth ", wrote Marsiglio, " of a proposition is more accurately judged and its usefulness to the community more carefully taken into account when the whole body of citizens apply their intelligence and their feeling of it. . . . The majority of the citizens do not lack power of judgment in the questions that concern them deeply. The danger in legislation by the wise few is that they will be more deeply moved by their selfish interests than by their wisdom." It is surely time for some defender of Plato's *Republic* to enter the lists in his support. C. D.

The Dutch Nation : an Historical Study

By Dr. G. J. RENIER. (15s. net. Published for the Netherlands Government Information Bureau by Allen & Unwin.)

The author of *The English : Are They Human ?* is a lover of the provocative phrase, and his description of the Dutch nation as a " commonwealth of merchants " will not easily be forgotten. Dr. Renier provides us with a much-needed account of Dutch history from the days when Holland was part of the Holy Roman Empire to the Treaty of Vienna, and he dissipates illusions created by Motley's *Rise of the Dutch Republic*. " Motley imagined or invented a Dutch nation, existing as a separate entity, republican and protestant, that rose against a catholic tyrant who had robbed it of its freedom. The true story is different. It was the whole of the Netherlands, the territory which is now Holland, Belgium, Luxemburg, as well as a portion of Northern France, that revolted against its Hapsburg ruler." Most of this territory was Catholic, and Holland then, as now, had a large Catholic population.

It is perhaps a pity that Dr. Renier gives three pages only to the last hundred years of Dutch history, and none to the Dutch East Indies, of which England is very ill-informed, while he devotes seventeen pages to the love-affair of a Burgomaster's daughter who at the age of 33, and after fifteen years of litigation, at last got her man. Moreover, Dr. Renier's book raises in somewhat acute form the question whether a teacher of history should be at the same time a student of psychology. " The fondest wish ", he writes, " of every protestant minister was to possess the self-assurance of a Roman. . . . They hated Rome, but they knew that it was blue-blooded." The Muse of History will weep at this.

C. D.

(*Continued on page 252*)

The **New** *and Different form of* **Aspirin**

for the Quickest Relief of Pain

ASPIRIN (acetylsalicylic acid) is the most widely used medicament for the relief of pain. 'Alasil' is aspirin, but with an important difference. In 'Alasil' Tablets the purest aspirin is allied with 'Alocol'—a powerful antacid and stomach sedative. Because of this scientific combination, 'Alasil' Tablets are acceptable to everyone—even to those with delicate digestive systems, who cannot tolerate acetylsalicylic acid. Thus 'Alasil' Tablets provide all the pain-relieving qualities of aspirin without any unpleasant after-effects.

Whenever you need an aspirin take an 'Alasil' Tablet—the new form of Aspirin widely prescribed by doctors.

Take ALASIL for **HEADACHE, COLDS, TOOTHACHE, NEURALGIA, RHEUMATIC PAIN, LUMBAGO, SCIATICA, PERIODIC PAINS, SLEEPLESSNESS, DIGESTIVE TROUBLES due to Acidity.**

Remember—there is no substitute for

Alasil
Aspi-in with a Difference

In Bottles 1/11½ *and* 1/5. *Cartons* 6d.

AS24

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES HOUSE MISTRESSES : SCHOOL SECRETARIES LADY MATRONS : HOUSEKEEPERS : LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT

Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No. :* Bayswater 6421

2 Porchester Gate, Bayswater Rd., W.2

RELIGIOUS TEACHING UNDER THE NEW ACT IS IMPORTANT

TWO IMPORTANT BOOKS :

RELIGIOUS TEACHING IN SCHOOLS
By A. C. TOYNE, M.A.

A small book on a big question—shall the Syllabus deal with Biblical history, etc., or teach the Christian Way of Life.
" Trenchant and timely . . . valuable constructive suggestions are made."
Price 1s. 6d. (postage 2d.) —*Religion in Education.*

HEROES OF THE CALL AND QUEST
Third Volume in the Junior Section in the Teachers' Guides to Religious Instruction

43 Lessons for Junior Classes from the O.T., N.T. and Church History with full lesson outlines, study notes, and suggestions for handwork.
" Indispensable books . . . so well known and highly valued ! "—*Expository Times.* Cloth Boards, 5s. net. ; Paper, 4s. 6d. (postage 4d.)
Seven other Guides ready, in four grades. Send 4d. for volume on approval—state grade.

RELIGIOUS EDUCATION PRESS LTD.
Wallington, Surrey

Digitized by Google

Miscellany

Inside Information: How the Nation's Services Work

(7s. 6d. Odhams Press.)

This book is alternatively described as an illustrated guide to the understanding of Britain's most famous institutions, how they developed and how they function in the world of to-day. The services included are the State (*i.e.* the law-making King, Lords and Commons), the Civil Service, Local Government, Rates and Taxes, Law, Police, Hospitals, Post Office, B.B.C., Newspapers, Railways, Banks, Stock Exchange, and Education. Each of these fourteen services is dealt with by a writer whose experience, position, and training enable him to give "inside information", often of a kind not easily obtainable elsewhere. Two of the writers are necessarily anonymous. The other twelve are well known in their respective spheres.

In such a rich miscellany, so competently handled, any reader should find points of special interest. Among them one notes the origin and growth of the party system, the alleged over-cautiousness of the Civil Service, why rates are high in poor districts, juvenile courts, scientific efficiency in the detection of crime, travelling post offices, the inner working of the B.B.C. and of the offices of a great newspaper, the mysteries of the banking system and of the Stock Exchange, and the last word in hospital treatment. The elucidation of all these and scores of other matters is completed by the excellent illustrations with which the book is lavishly equipped.

The last section, but certainly not the least in importance, is devoted to the English Educational System, and is written by the Editor of this journal. His task was exceptionally difficult, because of the general upset caused by war conditions, and because of the fundamental changes involved in the Education Act. His comprehensive survey, in which no important point is missed, illuminates the whole subject for the general reader, and will be found most useful by the professional reader as well.

T. R.

Clarke Hall and Morrison's Law relating to Children and Young Persons, including the Law of Adoption

Second Edition by A. C. L. MORRISON and L. G. BANWELL. With 1944 Supplement. (32s. 6d. Supplement only, 3s. Butterworth.)

The first edition of Clarke Hall and Morrison's *Law relating to Children and Young Persons* appeared in 1934 and the first edition of Clarke Hall's *Law of Adoption* in 1928, and the edition of 1942 was to a large extent a second edition of both these volumes. It does not pretend to be an exhaustive statement of the law dealing with infants and the employment of young persons, but it does give a comprehensive account of the law relating to children and young persons. The first section of the book explains the general principles on which modern legislation dealing with juveniles is based, and the following sections cover Infant Life Protection, Adoption, Guardianship, Legitimacy Act, 1926, Emergency Legislation. There are Tables of Statutes and Cases, and a good index. A Supplement to the volume contains an account of additional Acts, Rules, and Orders which have been brought into operation since the publication of the main volume. Opportunity has also been taken to make some small amendments in the text and to correct some errors.

Scholarships

MATRICULATION AND OTHER EXAMINATION NOTICES, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS AND BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council:
Rt. Hon. Viscount CALDECOTE, C.B.E.
Principal:
Mrs. J. L. STOCKS, B.Sc. (Econ.)

RESIDENTIAL College for 150 women which prepares for the Degrees of the University of London. Non-resident Students are admitted. At the Scholarship Examination—for dates see May prospectus—SCHOLARSHIPS from £100 to £20 will be awarded for CLASSICS, GERMAN, FRENCH, ENGLISH, HISTORY, BOTANY, BIOLOGY and MATHEMATICS.

Fees.—Residence, £90 a year. Tuition from 38 guineas a year.

For further particulars apply to:

The Registrar
WESTFIELD COLLEGE
(University of London)
at ST. PETER'S HALL, OXFORD

BRYANSTON SCHOOL,
BLANDFORD, DORSET

SEVEN Scholarships, £80 to £30 (including a Music Scholarship of £40) and to boys of good character and all-round ability, three Bursaries £60 to £20 will be awarded on the results of an examination to be held on May 28, 29 and 30, 1945.

Further particulars may be obtained from the HEADMASTER'S SECRETARY, Bryanston School, Blandford, Dorset.

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS.

The following are awarded annually to boys under 15 on September 1, on the results of an examination toward the end of May:

(*a*) An ALFRED SMITH SCHOLARSHIP of £80 a year.
(*b*) Three JUNIOR PLATT SCHOLARSHIPS of £60 to £40 a year.
(*c*) Two or more EXHIBITIONS of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School:

(*a*) Two SENIOR PLATT SCHOLARSHIPS of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(*b*) Two JUNIOR PLATT SCHOLARSHIPS of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £115 a year, with a Consolidated Fee of £5 a term to cover all necessary extras.

Further particulars may be had from the HEADMASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

CRANBROOK SCHOOL
ENTRANCE SCHOLARSHIPS

THE Scholarship Examination will be held on May 24 and 25, 1945; last day for entries May 14. Age limit, 14½ on June 30. Six Scholarships of £75, £50 (3), and £40 (2), with two Exhibitions of £25 are offered. Total fees, with consolidated charge for extras, £105 a year.

For particulars apply to the HEADMASTER, School House, Cranbrook, Kent.

ABBOTSHOLME SCHOOL
DERBYSHIRE
SCHOLARSHIP AND ENTRANCE TESTS

DATES of tests advanced to April 30–May 3, 1945; application forms to be returned by March 24, 1945.

BRIGHTON COLLEGE

AN Examination is held each June to elect several Scholarships varying in value from £65 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the financial position of the parent and in no case will the value of a Scholarship exceed £65 for boarders and £30 for day boys, excluding compulsory extras, which amount to £12 7s. 6d. for boarders and £4 17s. 6d. for day boys.

Ten Centenary Endowment Scholarships for Boarders are offered on the result of the C.E.E. in June. Open to candidates attending Preparatory Schools which are members of the I.A.P.S.

Full particulars on application to the HEADMASTER.

CHARTERHOUSE SCHOLARSHIPS, 1945

THE Examination will be held on June 4, 5, and 6, 1945. Not less than ten Scholarships are offered to boys between 12 and 14 on July 15 next after the Examination. They are of the value of £91 10s. p.a.

One Benn Scholarship (£80 p.a.); the Mackintosh Memorial Scholarship (£60 p.a.); and the Whitehead Memorial Scholarship (£50 p.a.) will also be offered. Application for particulars and Form of Entrance should be made to THE SECRETARY, Charterhouse, Godalming.

Digitized by Google

JE
Cop 2

THE JOURNAL OF EDUCATION

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 909 APRIL 1945

Editor: E. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD. Tel.: 47947

PRICE 1s. 5D. BY POST 1s. 5D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	157
PLATO'S "REPUBLIC" AND ITS USE IN EDUCATION. *By G. C. Field*	161
PLATO DEFENDED. *By C. E. M. Joad*	163
THE UNIVERSITIES AND EDUCATION FOR CITIZENSHIP. *By Eva M. Hubback.* Part II	165
SCIENCE IN EDUCATION AND TRAINING. *By R. W. Stott.* Part II	168
CASUS BELLI. *By G. Sawtell*	174
CORRESPONDENCE	176
Transformation of the Teaching of History and Religion; History as a School Subject; The Selection of Children for Secondary Education; The Adventures of Bruno and his Friend Chimp; Secondary Education—Some Thoughts and Plans; Vocation or Vacation?; Teachers and the Press; Accelerated Study and Training.	
SWALLOW MIGRATING. *By Babs Ross*	180
SCOTLAND, WALES, AND NORTHERN IRELAND	182
EMPIRE AND FOREIGN NEWS	184
Educational Reconstruction in Gibraltar; Columbia University; Turkey.	
EDUCATIONAL MEETINGS	186
PERSONAL NOTES	190
TOPICS AND EVENTS	192
NEW BOOKS	197
Divers Thoughts on Vergil; A Modern Autobiography; Vocational Training Problems; The Right Kind of Religious Education.	

NOTES AND COMMENTS

ON April 1 the term "elementary education" disappeared from the statute book, and with it the tradition by which one kind of education was provided for the "labouring poor" and another for the wealthier and more able. The educational ladder available for all, but climbed only by the selected few, is replaced by the broad highway on which each will travel at his own pace in a conveyance suited to his peculiar needs. With this aim in view local education authorities must now secure that there shall be available for their area a sufficient supply of primary and secondary schools offering such variety of instruction and training as may be desirable in view of the different ages, abilities and aptitudes of the pupils. They must make provision for pupils under the age of 5 and for those requiring special educational treatment. The broad principle now operates that any education provided by a local education authority for a pupil on the grounds that it is suited to his age, ability, and aptitude must be without cost to the parents whatever their means. Thus, from April 1, fees may not be charged in any school maintained by a local education authority, nor may any charge be made for boarding accommodation if suitable education cannot otherwise be provided. Contributions may no longer be asked from parents for any medical treatment provided by the education authority. But though the word "elementary" has lost its legal significance, the schools remain. No Act of Parliament can transform, on an appointed day, gloomy barracks into palaces of youth. The Building Regulations, which now come into operation, may prescribe standards to which the premises of schools maintained by local education authorities are to conform, but years of active effort, in exceptionally difficult circumstances, will be needed before those standards can be universally applied. Primary education and secondary education must be provided in separate schools, but less than half the children over 11 years of age are as yet in senior schools or departments.

April 1

THE authorities which have hitherto been charged with the duty of providing only elementary education have had to hand over their powers to the County Councils. In their place Divisional Executives have been, or are being, established in order that full advantage may still be taken of local interest and experience. Managers and governors are now being appointed with a view to securing that "every school of whatever type or category may have an individual life of its own." Neither members and officers of these various bodies nor teachers will need to be reminded that April 1 is but a day of hope and promise, not of realization. It is their D-day. Orders have been given for combined operations to begin; the mines and traps which prevented previous

Education's D-Day

Digitized by Google

have been cleared away, but
to be conquered. The new
months in which to survey
h schools must be aban-
which with additions
to date; and in
lt. Additional
nd, not by
option of
tantial
most
st

Memorandum H.C.1 a valuable document packed with information, much of which is of general application and of interest to all campers. In a covering note to headmasters and headmistresses, the Ministry states that in 1944 the number of harvest camps established just failed to reach the record of 1,000 camps set up in 1943. But this slight decrease was more than offset by the large increase in the numbers helping farmers during term-time with such seasonal work as potato lifting, sugar-beet singling and hoeing. In the face of present difficulties, this record is one upon which Mr. R. S. Hudson has rightly congratulated the schools and their staffs. This year, however, the eed for the help of the schools is greater than ever ore, even with the addition of many more Land girls whom Mr. Bevin has announced that he cruit if the harvest is to be gathered in and some of it was last year, to rot in the of sufficient gatherers. The Ministry point this time, that the help of the needed for some years after the war demobilization of the W.L.A. and y of the prisoners will hardly be workers who return from the n prisoners who will be retained. ote, therefore, that the pro-Harvest Camps is now, as a ence, on a sound basis and the first time should find to organization, finance, tails of which are set out lum.

Harvest Camps

eaux service was planned
er of national welfare
spices of the National
ocial Service. At the
war more than two
x opened their doors
nd to-day there are
x working. The
in their personal
information and
irate knowledge
l without great
eaux help men
munity to get
the State or
war began
lved in some
h they have
d they have
hter hearts.
out doubt.
five years
Council of
le, *Citizens'*
Liberated
nd funda-
tions and
nt, it was,
Citizens'
known to
nents for
bilitation

Digitized by Google

Administration in the liberated parts of Europe, and the handbook is, therefore, for their instruction as much as for the information of every citizen of this country.

A CORRESPONDENT tells us that on his arrival at his boarding school he wiped his feet on a door-mat on which in black the inscription "*East—West, Home's Best*" was outlined. He adds that he never had occasion, during the next four years, to doubt the truth of this adage. *The Times*, to its great credit, and not for the first time, has taken the lead in awakening the public conscience to the problem of children in some boarding institutions, and the Government have now set up a Committee to inquire into the provision made for children deprived of normal home life. Lady Allen of Hurtwood has taken a prominent part in this movement, and her pamphlet *Whose Children?* can be obtained from Simpkin Marshall (1941) Ltd., 12 Old Bailey, London, E.C. 4 (price 1s. net). No one doubts that many devoted and high-minded men and women give of their best to the welfare of children in boarding institutions, but the relationship of parent and child is of a unique character, and no compensation can be found for its specific value in any other relationship, however sincere and well-meaning. The happy home is the indispensable foundation of moral welfare; its substitute cannot be bought, whatever the price the parent is willing to pay.

Home's Best

EVACUATION has thrown much light on this problem. A schoolmaster writes: "When we were evacuated up here in 1940 I had an interesting experience because I brought with me twenty of my day boys. . . . They changed: they showed greater resourcefulness and less shrinking from inconvenience or hardship, but they also rapidly developed a much greater reserve and were less spontaneous". Does not this mean, in plain language, that they were less *happy?* Now happiness is not the only, nor, indeed, *pace* Pope, the chief of life's aims. Sooner or later unhappiness will be encountered in life, but childhood should be kept as free from it as possible. The curious illusion seems to linger in some schools that only the insensitive are courageous, and that insensitivity must be cultivated, regardless of the fact that the Parthian Ode, on which many generations have been reared,—

Are We Tough Enough?

> "To suffer hardship with good cheer
> In sternest school of valour bred
> The youth should learn. . . ."—

was written by a poet who, on his own showing, ran away in the only battle in which he took part. The secret of courage, according to Oliver Cromwell, is that men should know what they are fighting for and love what they know, and a happy home is both an abiding memory and an inspiring ideal.

THERE are arguments for and against boarding schools, and many boarding schools are happy places and good training grounds for brains and character. It would, however, be hypocritical to pretend that every parent who sends a child to a boarding school has weighed the arguments for and against, or that every proprietor of a boarding school is thinking more of the welfare of the boy than of his own interests. Boarding schools exist because there is a demand for them, and for some children the boarding school is a necessity because parents are abroad. Demand, however, is not in itself a complete justification: there is a demand for night-clubs, dog-tracks, and gin-parlours. All sorts of considerations other than that of the welfare of the child may be imported into the matter—fashion, the making of useful friendships, the greater freedom of parents to enjoy themselves, the reduction of household duties, the absence of noise and disturbance. Most of these are selfish considerations, and the decision does not always turn on the answer to the question whether a child will be happier and better for attending a boarding rather than a day school.

The Ethic of the Boarding School

THIS is not to say that a child should never leave home. The advantages of a period of community life are undeniable. Every child will leave home, and at some age will need to develop the "greater resourcefulness" which is fairly enough attributed to a boarding-school education. The question is at what age this part of his education should begin. Our opinion is that at present it often begins at far too young an age, and that children are deprived of home life just when they most need it and are likely to derive the greatest benefit from it. This is a censure on parents, not on schoolmasters. If parents did not engage in a hunt to find some one to take their children off their hands at 6, or 8, or 13, the provision would not be made. The sanctity of the home needs to be restored to its (once) high place in our traditions, and the home-maker accorded the most (instead of the least) honoured place in society. To that end we need good modern houses, with labour-saving appliances on every hand, so that women may not be household drudges but wives and mothers with the care of the young as their constant preoccupation. Who can doubt that women would welcome such cares, when books on child nurture are tumbling out of the presses, and every woman's journal has columns advising young mothers as to the care of their children?

At What Age?

DR. MACK'S two volumes, *Public Schools and British Opinion*, were reviewed in *The Journal of Education* for April, 1943. Few men can have engaged in so great a labour in this field, for his volumes represent a "critical analysis of the copious body of prose, fiction, reminiscence, history, poetry, and pamphlet literature which has in the past centuries grown up in exposition, praise, or censure around the institution of the public school". The bibliography attests the range of Dr. Mack's reading. Dean Farrar's *Eric, or Little by Little*, and Talbot Baines Reed's *The Fifth Form at St. Dominic's* rub shoulders with Giles and Esmond

Dr. Mack and the Public Schools

Digitized by Google

Romilly's *Out of Bounds* and James Hilton's *Good-bye, Mr. Chips*. In his review of periodical literature, Dr. Mack shows how the controversy about the public schools has excited public opinion on many occasions, notably in *The Contemporary Review*, *Cornhill*, *Fortnightly Review*, *Nineteenth Century*, *Spectator*, and *The Journal of Education*. Dr. Mack's second volume (1860–1939) begins with the storm in the 'sixties provoked by a letter to *The Cornhill* written by an Etonian, Matthew James Higgins. This led to the appointment of the Public School Commission of 1861–4, by which " the right of the government to meddle in, if not permanently to control, the affairs of public schools, a right never before granted, was won ". The volume concludes with the two articles, " Can England Afford her Public Schools ? ", from *The Journal of Education*, July–August, 1939. We do not know what Dr. Mack thinks of the Fleming Report, but it is interesting to note that in his Conclusion he states that " the most likely solution " is the one which has in fact been proposed by the Fleming Committee.

Size of University.

THE most controversial of the recommendations of the National Union of Students, published in a sixpenny pamphlet, is the limitation of the number of students in any university to 5,000. This corresponds to the number recently suggested by the Vice-Chancellor of Cambridge University, but is smaller than that proposed by Sir Ernest Barker for a unitary university. Acceptance of 5,000 as the maximum implies far-reaching reorganization, especially in London, and the creation of new universities. Stamford, a town to which university students migrated in the middle ages, has been suggested for a new university to relieve Cambridge. Presumably the Union accepts co-education at the university stage. The founder of the Royal Holloway College hoped that the college would become a woman's university; but the idea of a woman's university has not been generally supported. The need for a great increase in the number of scholarships awarded on the basis of an examination " viewed as a natural culmination of a broad liberal education " is stressed by the Union and should receive official consideration.

Family Allowances

THE outstanding fact about the Family Allowances Bill now before Parliament is that it will provide about £57,000,000 a year in aid of some four and a half million children. This, at first sight, looks more than the five shillings a week for each child after the first which the Bill promises. It is a large sum, and perhaps another £3,000,000 will be spent on the provision of services in kind, such as school meals. The Bill is to be welcomed as part of a large scheme of reform designed to secure that the citizen may take, out of a common pool to which he has himself contributed, what is necessary to meet the changes and chances that life brings. To do this apart from any poor-law stigma is altogether a praiseworthy object, and thus the main principle of the Bill meets with little or no criticism. But some very pertinent remarks have been made about certain details, apart from the demand that the allowance shall apply to the first child as well as to others, and we make no apology for calling attention to them here.

Criticisms

SOME of these points were dealt with in an article in the December number of this journal. Since then the point that has aroused most comment is that children's allowances are to be made payable to the father and not to the mother, though the latter may, if circumstances make it necessary, take steps to remedy the position. While in the great majority of families both parents will doubtless be anxious to expend the money in the child's best interests, and while not even every mother satisfies that condition, we incline to the view that the mother should receive the allowance as of right. It is she who has the spending of the family income, at any rate to a very large extent, and it would be only fair and right to entrust her with this new duty. The House of Commons will have the opportunity of deciding this point on a free vote in committee. The Government does not seem fully to appreciate the effect of the shrinkage in the value of five shillings to, say, half a crown as the result of the increase in the cost of living. Is the Government's proposal of five shillings in addition to certain allowances really equivalent to the eight shillings, also with some allowances, of the Beveridge report ? Again, unless an alteration is made in Committee, the allowance will be subject to income-tax. We hope that these points will be reconsidered at the Committee stage.

The Burnham (Technical) Committee

THE Report of the Burnham (Technical) Committee on Scales of Salaries for Teachers in Technical Colleges and Institutes, Art Colleges and Schools differs from earlier reports on scales of salaries for teachers in these institutions in three points. There is no specific scale for, or reference to, a class of teacher previously known as an instructor. All full-time teachers recognized as such by the Ministry of Education will be placed on the same basic scale. Scales for heads of departments make their first appearance, accompanied by criteria for the recognition of a group of classes as a department and the grading of the departments when recognized. The new category of senior assistant and the scales of salary applicable thereto recognize that at least a portion of the work of technical colleges is of University standard. Teachers in the major technical colleges such as the London Polytechnics will maintain that the formula for the calculation of the number of such posts leaves unrewarded teachers who are engaged in work of university standard, and in future negotiations attempts will doubtless be made to remedy this. A beginning has been made on the fashioning of scales for principals of the colleges. It is true that the initial step is to request local education authorities to devise scales in the light of those for other classes of teachers set out in the report, but the Committee will review these with the object of suitable action if desirable. The report gives a framework within which the orderly and progressive solution of the salary problem in technical colleges may be pursued.

Digitized by Google

[*The columns of* THE JOURNAL OF EDUCATION *are open for discussion of all matters, however controversial, that are of interest to educationists. The editorial views are expressed in "Notes and Comments" and in the occasional leader. It must not be assumed that* THE JOURNAL *is necessarily in agreement with the views expressed by contributors in articles or in correspondence.*—ED.]

PLATO'S "REPUBLIC" AND ITS USE IN EDUCATION

By G. C. FIELD, Professor of Philosophy, Bristol University

THE study of Plato has been one of my main interests for a number of years, and I have used the *Republic* as an introduction to Philosophy for many generations of students. I was naturally, therefore, interested in the criticisms of the tendencies of this work put forward in the recent articles by Dr. Neurath and Mr. Lauwerys. The general lines of this attack are already familiar to me. They are to be found in several recent works, one or two of which are, indeed, quoted by Messrs. Neurath and Lauwerys in their support. I have discussed these elsewhere at greater length than would be possible here, and I may, perhaps, be permitted to refer to my article, "On Misunderstanding Plato", in *Philosophy* for April, 1944, for a fuller statement of the view that these criticisms have in the main been based on misunderstanding and misrepresentation.

On the specific issue now before us, it is, no doubt, true that by judicious selections and omissions the *Republic* can be presented as a defence of the Nazi State. I should regard the last of the articles now under discussion as a very good illustration of how that can be done. But it is equally true that with no more, or even less, manipulation of the evidence it can be used in support of quite different régimes. I have often asked my students to write a description of any actual historical institution that seemed to them to provide a parallel to Plato's Guardians. And I have noted with interest that, without any leading from me, they have far more often found the nearest analogue in the position of the Communist Party in Soviet Russia than in Fascism or Nazism. They may well be right. But in fact neither these, nor other parallels that I could suggest, can be more than partial and tentative. As for the guesses—for they can be no more—about how Plato would have reacted to this or that contemporary development, those who have studied Plato most seriously would be least inclined to commit themselves to any confident assertion. But, if we do want to guess at what he would have thought, for instance, of Nazi Germany, we must base our guesses on the whole evidence, not on a selected part of it. It would be particularly absurd to ignore the scathing account of the rise of the 'tyranny' or arbitrary dictatorship, which Plato stigmatizes as the most degraded form of government. There are so many remarkable parallels in this to the careers of Mussolini and Hitler that it would be at least reasonable to believe that Plato's reaction to the rule of these men would be very much the same as it was to the Greek tyranny.

If we come to specific details, I think it is clear that Messrs. Neurath and Lauwerys completely misinterpret Plato on some of the most important points. It is certainly not true that for him "the main purpose of the State is to preserve the purity of the race and to organize the people for war". There is nothing about "purity of the race", in the sense that we have come to attach to the phrase, in the *Republic* at all. It is true that Plato advocates the use of eugenic methods, to a degree that would shock modern sentiment, in order to breed for certain qualities. But that is quite a different thing. It is the qualities that he is interested in, not the ancestry which is only a means to these. If the qualities appear, on occasion, from an unexpected ancestry or fail to appear from an ancestry from which we might expect them, it is they, not the ancestry, which determine the individual's position in society. Incidentally, it is absurd, in this connexion, to talk of a "master race", with all the implications that that phrase has come to have for us. The Guardians were no different racially from the rest of the citizens over whom they ruled. Indeed, to introduce modern ideas of race into Greek thought at all is an anachronism.

As for war, obviously Plato thought that one essential feature of a well-organized State was that it was capable of waging war efficiently, if necessary. It is hard to see what there is to criticize in that, particularly in the conditions which ruled in ancient Greece. But that is a long way from saying that the *main* purpose of the State was organization for war. War is regarded by Plato, as by most thoughtful Greeks, as an unpleasant but inevitable evil. And one of the characteristics of a good society would be the ability to meet this evil, when it arose, with courage, skill, and devotion. But that is certainly not the only, or even the most important, characteristic. We might, for a moment, go outside the *Republic* and look at the First Book of the *Laws* for an unambiguous statement of the wrongness of making efficiency in war the main aim of a society. There are no grounds for supposing that this represents a change of view on Plato's part. To every fair-minded reader the same point of view is pretty obviously implied throughout the *Republic*.

There is one very odd argument in the final article which, I confess, has puzzled me. It appears to be argued that, because Hitler gave expression to various "lofty sentiments" which his actions showed were not genuinely meant, therefore when Plato utters similar lofty sentiments we are equally justified in disregarding them. It is difficult to see any logic in this. There is clearly no real parallel between the practical policy actually pursued by a ruler and the statements of general principles in a book of theory, particularly one which, as Plato tells us, was never supposed to be applicable in every detail to any actual State. In the latter the discussions of general principle are the important thing, and it would be absurd to ignore them or deny their value because there are some details which we do not like. We do not, of course, want to ignore the details. But it is much worse to give them an exaggerated importance, altogether out of proportion to the main argument, merely because they remind us of some phenomena which are particularly before our minds at the present moment. Incidentally, if Messrs. Neurath and Lauwerys really think that they can dispose of Plato's profound discussions of fundamental

Digitized by Google

principles by the use of emotionally-toned phrases like " lofty sentiments " and " high-sounding generalities ", they are displaying a sad lack of understanding.

But I think that the lack of understanding goes deeper than this and underlies their whole approach to the study of Plato. They suggest that we ought to read the *Republic* " naïvely ". In some senses that might be good advice. But, if it is meant that we ought to approach the book without preconceptions, I would point out that they are far from following their own prescription. They have clearly been influenced, and I should say prejudiced, to some degree by the recent criticisms of Plato to which I have previously referred. But what is much more important is that they seem to approach it with all the preconceptions of our own particular time and circumstances. In particular, their minds are filled, understandably enough, with thoughts of Nazi Germany, so that the question uppermost in their minds in approaching a book is, is the author for or against Nazism ? Now, I suggest that in dealing with an author who wrote 2,000 years ago in ancient Greece this is a fundamentally wrong approach. The first essential step is to understand what *his* background and *his* preconceptions were, and we must sedulously avoid trying to impose our own on him.

Again, it is suggested that we should try to read the *Republic* " as if it were by an unknown author ". If we were merely ignorant that the author's name was Plato, there might not be much harm in that. But if we did not know that he was a fourth-century Athenian, if we did not know anything about the conditions in fourth-century Greece, or the kind of facts that must have been in his mind when writing, or the sort of thing that his contemporaries were thinking and saying, or, I should be inclined to add, some of the most important events in his own life, we should fail to understand the book at all, and therefore fail to learn anything from the study of it. We should constantly, without realizing it, slip into the habit of thinking of the author as a modern Englishman or German, writing in our own day and about our own conditions. And that would be to misjudge him altogether.

For instance, to take a point of minor importance, the discussion in the *Republic* of warfare between Greeks and " barbarians " must strike any attentive reader as a rather awkward intrusion in the main argument, which would not be in the least affected if this passage were left out altogether. But, if we know something of the political situation of the time and are acquainted with some other contemporary writings, we can understand very well why Plato brought it in. Again, when Plato speaks of the natural enmity between Greeks and " barbarians ", the modern reader who knows nothing of ancient conditions tends at once to form a picture in his mind of powerful white men exploiting helpless " natives " by force and to condemn it accordingly. But, if he realizes the actual situation of the time, his judgment will be very different. Again, he will not feel inclined, as our authors do, to compare Plato unfavourably with Epicurus without remembering that Epicurus wrote some seventy years later and that in the interval the entire political situation had changed. He would also remember that Epicurus' amiable cosmopolitanism was the reverse side of his political quietism and his renunciation of all interest in public affairs and all sense of civic duties and responsibilities.

In using a writer of a past age as an introduction to philosophical thinking, the first essential is to put ourselves into a position where we can understand how he came to think as he did. And to do that we must know something of the " climate of thought " of his time, the current interests, ideas, and assumptions from which he starts, which would include, particularly for a book like the *Republic*, some knowledge of the social and political conditions. That is the special value of this approach. For the first object of training in philosophy is to teach us, in some degree, to stand outside our own interests, ideas, and assumptions, and look at them as a critical observer, instead of taking them for granted as the natural order of things, as we are usually inclined to do. All this is lost if we begin by discussing the *Republic* as if it were a Bill being introduced at the present time into the British Parliament.

But this takes us only half-way. For, if it is foolish to treat the *Republic* like this, it is equally foolish to regard it merely as a historical phenomenon, the product of a past age which can have no possible application to our own very different conditions. Though the conditions of that age and the discussions which arose from them are different from ours, they are not *merely* different with no point of resemblance. It is the search for the identity in difference which is the really instructive thing. The attempt to answer the question what and how much of the discussions in the *Republic* can be applied to our own day is an invaluable first lesson in political analysis, which we miss altogether if we just crudely translate the one into the terms of the other. I may add that the *Republic* seems to me a particularly good vehicle for this exercise. For the " climate of thought ", and the general conditions of Plato's time, were different enough from our own to stimulate thought and yet not so different as merely to produce bewilderment.

It will be seen how much there is to be done before we can even begin to ask the question whether Plato is ' right ' or ' wrong '. Indeed, we ought to begin by now to see that this rather naïve question does not really admit of a simple answer at all. We are not correcting sums in arithmetic, but considering a long and complicated philosophical argument with many different aspects. Messrs. Neurath and Lauwerys speak of Plato being " accepted as authoritative ". But who, in this country at any rate, ever suggested that Plato, or any other philosopher for that matter, should be " accepted as authoritative " ? Many of us regard Plato, particularly in the *Republic*, as an unrivalled instrument of philosophical teaching. We find that in many ways he stimulates us to become conscious of and to re-examine critically things that we have been taking for granted. He reveals logical conclusions and hidden implications in lines of thought which we had been accustomed to follow without realizing all that they involved. He shows the connexions or the contradictions between different lines of thought which had often been pursued without any realization of the relations between them. And there are many other ways in which we can learn from him. What we do not look for is a set of propositions which we can take over as they stand on his authority. To any one who understands the nature of philosophical thinking that will be seen to be, not so much undesirable, as strictly speaking impossible.

Altogether, I can see no grounds for the suggestion that there is any real tendency to regard Plato " with undue reverence " or " too kindly ", and still less that there is any serious danger of the study of the *Republic* producing a state of mind sympathetic to Nazism. And the manifold advantages that the *Republic* offers as an introduction to philosophical studies remain unaffected.

Digitized by Google

PLATO DEFENDED

By Dr. C. E. M. JOAD, Head of the Department of Philosophy at Birkbeck College, London

MESSRS. Neurath and Lauwerys's treatment of Plato is vitiated throughout by a simple error. This was pointed out to them in Mr. Garforth's letter in your January issue but, as the demonstration seems to have had little effect, there seems to be nothing for it but for me to repeat it and try to drive it home.

Mr. Garforth's charge was that Dr. Neurath and Mr. Lauwerys omit all reference to the difference of *aim* between Plato and the Nazis. The Nazis educate with a view to producing toughness; the aim of Nazi education is the achievement of power, the exercise of power, and the pleasures of its exercise; but the object of the education of Plato's Guardians and, therefore, of the State which exists, at least in part, to make the education of the Guardians possible is—I cannot do better than quote Mr. Garforth's own words—" the vision of the Good (which is the source of all truth and understanding), of the Beautiful and the other Forms. In the light of this vision they are to govern. Hence it may truthfully be said that Plato's goal for the State was the organization of government and of society according to the ultimate laws of reality ". In other words, the difference between Plato and the Nazis is at bottom a difference in their respective conceptions of what the State and the individual are *for*. This difference is, I suggest, as fundamental as it is obvious. Indeed, it determines everything else; for example, the selection of leaders. In Plato's State these, as Mr. Garforth has pointed out, are chosen by virtue of their ability to discern, to pursue, and then to make manifest in the administration of the State the fundamental principles of reality, namely, those of Truth, Goodness, Justice, and Beauty. In a Fascist State the emergence of the Leader is mystically conceived and described; the Leader simply appears. Like the Tibetan Grand Lama he is recognized immediately by his marks; but, whereas the marks of the Lama are physical, those of the Fascist Leader are spiritual and mental. Having emerged, the Leader proceeds mysteriously to embody the General Will of the community, and in pursuance of its dictates selects for office and power the more useful among his followers, choosing them on the basis of past loyalties and binding them to him by future promises. The " chosen " in a Fascist State constitute the ruling class. It is distinguished not by wisdom and insight, but by skill in achieving and ruthlessness in exercising power. It is, then, for power achieved through conflict that in a Fascist State the body, the will, and the mind are trained.

Starting as they do from these fundamental errors, it is not surprising to find Messrs. Neurath and Lauwerys proceeding from blunder to blunder with such unfailing regularity that, if one wanted a short guide to what Plato did not believe, one could scarcely do better than read their articles. It is not surprising, for example, that they should have failed to recognize the fundamental difference between Plato's Republic and Sparta, although the government of the Spartan State, like that of the Nazi State, existed precisely for the achievement and exercise of power conceived in the crudest terms; that they should first fall into the error of saying, " one finds, plainly and openly expressed, the view that the main purpose of the State is to preserve the purity of the race and to organize the people for war against foreign barbarians ", and then, when they are very properly taken to task for it by Mr. Garforth, proceed to hint that they did not say any such thing, but that they only *implied* that this was, in fact, the general trend of Plato's teaching. (This I take to be the purport of the cryptic phrase in the article in your February issue, " One might, with equal justice, urge that Adolf Hitler has nowhere expressed this opinion ". He has nowhere *expressed* it, they seem to be saying, but nevertheless, when you read between the lines, you realize that that *is* his opinion, just as, when you read between Plato's lines, you can see that it was also his, although in fact he never explicitly says so); that they should so misread Plato as to suppose that " the main bulk of the *Republic*, so far as institutions are concerned, starts off from the idea of war ", although Plato goes out of his way to say that the soldier class should be ἐπίκουροι, that is, the assistants of the Guardians, and that they should be controlled by them, just as the ' spirited ' principle in the soul of which the soldiers are the embodiments, and the aims and activities which are appropriate to it, glory and war, should be in subjection to the rational element as represented by the rulers and the aims and activities which are appropriate to it, namely, wisdom and philosophy; or that they should fall into the simple error of supposing that, because the Nazis S.S. are " selected from what is looked upon as the *élite* of the nation ", therefore Plato's soldier class are selected from the *élite* of *his* society, in spite of his explicit assertion to the contrary, namely, that the highest class and those most honoured in the community are *not* the soldiers but *are* the Guardians in whom reason rules and who pursue the ends appropriate not to the ' spirited element ' but to reason, and, in spite of his detailed description of another kind of State, the ' timocratic State ', which is, in fact, dominated by the psychology of the soldier class but is expressly distinguished from the ideal State and regarded as a form of degeneration from it.

So misled are they by their initial misconception as to the nature and purpose of Plato's State, that they even fall foul of him for making provision for a special class of professional soldiery, overlooking the point not only that all civilized peoples have had the sense to hire a corps of professional soldiers to do their fighting for them, but that their willingness and ability to do this has been a condition of their continuing civilization. Thus, in Renaissance Italy—I am quoting from H. A. L. Fisher's *A History of Europe*—" The development, therefore, of these mercenary armies, so far from being a sign of decadence, was an indication that in Italy, at least, a new and truer sense of values was making itself apparent." . . . This development " announced the advent of a new philosophy which regarded war no longer as the pride and privilege of the ruling class, but as butcher's work to be delegated to specialists ". . . . It was " not so important that it should absorb the energies of men who were better employed in the amassing of fortunes, the building of churches, the painting of pictures, or the governing of States "; while in the eighteenth century, when France, England, and even Germany reached a higher degree of civilization in the persons of a small governing class than they have since been

Digitized by Google

able to contrive, wars were fought almost exclusively by small professional armies largely staffed, interestingly enough, by Swiss mercenaries. Incidentally, since we *all* of us began to regard it as our duty to fight and kill one another instead of delegating the job to professional toughs, our standard of civilization has consistently and markedly declined.

The point is surely obvious enough. You can no more contemplate the principles of reality when you are busily engaged in increasing your efficiency in the art of slaughter, than you can carry out the principles of the Sermon on the Mount when you are trying to kill at the order of the State human beings whom you have never seen and with whom you have no personal quarrel. (I do not need to mention such obvious points as the lowering of the general standards of civility and morality, the decline in gentleness and compassion, and the disruption of that atmosphere of serenity in which, Plato and Aristotle were agreed, detachment from the things of this order of reality is alone achievable as the condition of the philosophic contemplation of the things pertaining to another, and which seem to be the inevitable concomitants of all large-scale modern war. Plato knew these things, as the Nazis know them—though apparently Messrs. Neurath and Lauwerys do not—and drew the conclusion that, if civilized pursuits are to be possible, the business of fighting must be delegated to professional toughs. Hence, instead of requiring all his citizens to acquire the excellences of the savage in order that they might the more readily preoccupy themselves with the pursuits of the gangster, he made provision for the creation of a special fighting class.)

It is the same error that leads Messrs. Neurath and Lauwerys to criticize Plato for the assumption that the *natural* relation between Greek and barbarian States is one of enmity, as if the *natural* relation between all the States known to recorded European history had ever been anything else. Have they, one wonders, never read their Greenidge who makes this point in regard to the relations even of Greek States, or the medieval philosopher Grotius who maintained the doctrine of " the freedom of the State from all external restraints ", or Hobbes who bluntly remarks that " States are by nature enemies " ? Even if they have not, the history of nineteenth and twentieth-century power politics, bearing witness as it does to the fact that inter-State relations are animated by precisely the sentiments which Plato postulates—greed tempered by fear, and aggression shot through with suspicion—should have taught them that Plato is right. Plato is not here laying down a doctrine ; he is not, in fact, advocating anything at all ; he is simply noting the facts, as he finds them. And is it not in this connexion a little disingenuous to find fault with Plato for recommending the killing off of mental and physical defectives at the very moment when we are engaged in the slaughter of sane and healthy human beings by the million ?

There is one point on which I agree very well with Dr. Neurath and Mr. Lauwerys, and this is the danger of trying to establish a case by apt quotation. As they suitably remark, " It is not, however, merely by choosing apt quotations that a case may be established. It has long been recognized that the Devil is a past-master at that art ! " Yet it is by practising precisely this art that they contrive to reach the conclusion " that certain aspects of the *Republic* are not only anti-democratic but actually foster a somewhat brutal and merciless atmosphere ". Quotations carefully chosen do, I agree, lend countenance to this view but, when we pay attention to the writers' very salutary caution, " a long and complicated treatise has to be considered as a whole ", we reach, I suggest, a very different conclusion from theirs.

This is that it is to knowledge and not to power that Plato looks for the right governance of States and the salvation of mankind. Hence, the close relation insisted upon throughout between philosophy and politics and the determination that those who know should also be those who rule. The object of philosophy for Plato was not simply to obtain knowledge, not even to obtain knowledge of the real world, but to acquire something more precious than knowledge—namely, wisdom. Now wisdom is knowledge in action ; knowledge, that is to say, applied to life. The application to life has a double reference : first, knowledge can be used for the disciplining of one's own desires and applied, therefore, to the leading of the good life ; secondly, knowledge can be utilized in the service of one's society. And the two goals, the leading of the good life and the helping of society, are not separate goals but form the two halves of a unity. For man is a social being and cannot come to his full stature and realize all that he has it in him to be except he live in contact with his fellows. Human excellence, which involves the full development and right relationship of all the sides of our nature is, therefore, essentially the excellence of a social creature, the excellence of the citizen.

To produce this excellence is the object of statesmanship. Hence the life of the philosopher and the life of the statesman are not, or rather they should not be, two different lives lived by two different kinds of men. The statesman ought to be also a philosopher, and the philosopher a statesman ; first, for the sake of the community, in order that, in the light of his knowledge of the Forms, the philosopher-statesman may justly govern the State ; secondly, for the sake of the philosopher himself, that he may come to his full stature through the development of the social side of his nature in contact with his fellow-men in the conduct of affairs. To unite the philosopher and the statesman is thus at one and the same time to save society and to complete the philosopher.

Once this is grasped, one may permit oneself the admission that some of the political proposals have always been the skeletons in the Platonic cupboard. The skeletons, of course, lend colour to the view that there is an affinity between his system and that of the Fascist States. There is such an affinity, and it is as well that we should be quite clear what it is. Both Fascism and Plato envisage an authoritarian State in which the best make the laws and the many achieve such happiness and virtue as lie within their compass by cheerfully obeying the laws and giving their services, thus enabling the State to function and the best to realize the purposes which are appropriate to the best. The differences are two. First, in Plato's State the criterion by reference to which " the best " are selected is that of knowledge or wisdom. There is an absolute good and an absolute justice. Men may be so educated that they can apprehend these absolutes. In the light of the knowledge which their apprehension reveals, they will so frame the laws and ordinances of the State that they will manifest the Forms of goodness and justice. Obeying these laws, subscribing to these ordinances, citizens will realize the degree of goodness and justice which is possible to ordinary human beings living on the earth. Fascist leaders, on the other hand, as I have pointed out, select themselves ; they do, indeed, make claim to know what is good, but, since no standard is provided by reference to which their claim may be tested, they manifest their superiority by determination and skill in achieving and ruthlessness in

Digitized by Google

exercising power. Power is treated as if, both for the individual and the State, it were itself a good. This view is explicitly maintained in Nietzsche's philosophy and is supported in the contemporary world by theories of racial superiority which maintain that certain peoples are racially superior to others and ought, therefore, to rule over them.

Secondly, the end for which government is exercised in Plato's State is the well-being of the community as a whole. This well-being is envisaged in terms of wisdom for the few and justice for the many. Justice, the contented doing of the job for which he is fitted, is the highest morality of which the ordinary man is capable; but, Plato would add, in living according to the laws and ordinances which the Guardians have framed for him, he also achieves such happiness as appertains to his nature; indeed, that it should enable him to do so is one of the objects, perhaps the chief object, of the State. It is not true, then, to say that Plato treats the ordinary man only as a means; he is prepared to regard his welfare as an end, though as an end of inferior value.

The object for which rule is exercised in a Fascist State is the enhancement of the power of the few, the many being regarded merely as the raw material over which the power of the few is exercised and the means through which it is achieved. As Fichte puts it: "The ignoble man who only exists for the sake of the other must likewise sacrifice himself." Thus, for Fascism, the subordination of the individual to something other than himself becomes an end in itself.

Plato, it must also be admitted, shared with the Fascists a pessimistic estimate in regard to human nature. He does not, that is to say, believe in progress in the sense in which the liberal philosophies of the Western democracies have understood progress. The ordinary man, he would maintain, is and always will be incapable of philosophy. Having no acquaintance with "the Good" and "the Just", he has no bridle to tame his passions and no light to guide his steps. He must, then, be assisted to govern himself. By means of legislation framed by the wise and the good, he can be enabled to escape the consequences of his folly and stupidity. But even the best of legislators cannot improve his nature. They can only prevent him from destroying himself, and it is at the prevention of destruction that the wise statesman will aim. Statesmanship, in a word, unlike philosophy, is the art of the second best. Its object is to prevent deterioration, not to introduce betterment; to hold off disaster, not to bring to birth the millennium. To use statesmanship for millennial purposes as those who believe in progress seek to do, is to pursue a will o' the wisp, in quest of which the community will be in danger of losing, through the effects of disillusion and disappointment, such poor goods, stability and security, albeit enjoyed at a low level, as mankind has hitherto been able to achieve.

This, I know, strikes harshly upon modern ears. Yet is it so very different from the doctrine of original sin and the view that the heart of man is "desperately wicked", which Christians are supposed to believe? Now, the Western democracies are all in theory Christian peoples.

It was easy for the Victorians to say that Plato was unduly pessimistic about man, but can we, with the history of the past thirty years behind us, feel quite so confident?

There is, however, one fundamental difference between the conclusions of Plato and those which would normally commend themselves to those of us who have had the advantage of inheriting two millennia of Christian and two centuries of liberal-democratic thinking. The difference is that under the influence of Christianity we have been taught to regard every human being as an end in himself, an immortal soul with a right to happiness in this world and the certainty of immortality in the next. We also believe that insight into the nature of goodness may turn up in the most unlikely individuals, precisely because we believe that even the most unlikely individuals are equal in the eyes of God—are, indeed, His children.

Therefore, we conclude every individual has a right to live his life as his conscience may dictate, and we conceive that there may be as many different kinds of good life as there are kinds of good men to lead them. In both respects we differ from Plato who held (1) that there is only a limited number of good lives; in point of fact, three, for a limited number of types of men; and (2) that it is the business of the State to prescribe the character of these good lives and to train men so that they shall be able and willing to lead them. This is an important difference and goes deep, but Messrs. Neurath and Lauwerys don't bring it out.

THE UNIVERSITIES AND EDUCATION FOR CITIZENSHIP

PART II—MORAL EDUCATION FOR CITIZENSHIP

By EVA M. HUBBACK, Hon. Secretary, Association for Education in Citizenship

THE most vital aspect of education for citizenship is its moral and emotional side, how to encourage a young man to appreciate his responsibilities and to prepare himself to carry them out. Without a moral foundation any attempt to educate for good citizenship is of little use. Moral training for citizenship often cannot in practice be distinguished from other aspects of moral training, since this must affect the emotional and spiritual development of the whole personality. How is this to be carried out?

Contact with both teachers and contemporaries, who themselves have a high standard of values and who strive to attain them through contemplation or practice, is one of the greatest privileges a university can give. The religious life, expressed in services and religious discussions, help those who derive their moral sanctions from the love of God. There are, however, a large proportion of students to whom the religious approach makes no appeal, and who are apt, when refusing to accept religious dogmas, to refuse—or at any rate to wish to think out again—ethical standards based on religious beliefs. For these it is essential to give moral training based on the ideal of the brotherhood of man which has also its own imperative moral sanction.

Courses of philosophy and ethics, therefore, should be widespread and available to all students so as to help the individual clarify his ideas on his own conduct as a member of society. This may also be achieved for certain categories of students through

Digitized by Google

the study of history and of literature related to the finest ideals of our own country, and of the world.

It would be of little use, however, to discuss democratic ideals in the lecture-room unless opportunities are given to students to deal in democratic ways with situations which arise in the course of daily life in the university itself. We have been told that in some final honours schools freedom of thought is not as much encouraged as it might be by the professors responsible. But is it not in university halls that the wind of freedom should blow for both teachers and students? Students and staff should also be encouraged to discuss together the purpose of university life in general, and of their own studies in particular, and there should be regular channels through which these views can be made known to the authorities concerned.

A most important way in which a sense of civic responsibility can be developed is in the exercise of practical activities to help the outside community. During the war this has been obvious, and training in the Forces and A.R.P. has taken an important place After the war, however, it may be that corresponding forms of practical effort will be called for, not so much in the universities themselves as in the National Service Year.

In order to develop sound social judgment the future citizen must be trained how to think clearly. He must learn the rules of logical thought, and must understand enough of the working of his own mind at least to realize the bias given to it by emotion, whether conscious or subconscious.

In the past the belief in the "transfer of training" was widespread—and still is strong in the recesses of many schools and most universities. This means that mental habits and attitudes learnt in one subject are automatically transferred to any other. To-day, however, most educational psychologists hold that such transfer is much more limited in extent; and that it will only take place at all in the case of subjects pretty closely related to one another; and only then if the habits and attitudes to be transferred are made conscious to the student. Since the difficulties of thinking clearly in the social and philosophical studies are so great, good political judgment will be developed much more economically through the study of the social sciences and philosophy themselves than through the study of other subjects such as languages and mathematics, in which the main mental processes required are of a totally different character.

Since the only group of responsibilities which all men and women without exception will have to undertake are responsibilities of citizenship, there are several questions we must seek to have answered. How can universities ensure that opportunities are given to all their students—whatever course they pursue—to learn something of what Canon Spencer Leeson calls "those disciplines which seek to encourage free and well-informed thought upon great issues—religious, political, social, and economic"? In so far as our university education is suffering from over-specialization and departmentalism, how best can we encourage some grasp of relations between different aspects of life? Will those disciplines create some common culture to take the place which classics or an active belief in common religion gave in the past? Can a common body of knowledge of the social sciences and of philosophy, ethics, and psychology be brought into different kinds of university courses?

There is already widespread anxiety that specialization in many final honours schools has gone too far. Can their content be widened so as to include at least some of the disciplines required for training in citizenship?

Let us first take *Vocational Courses*—including training for occupations needing expert knowledge in political, economic, and social affairs, *e.g.* the civil and local government services, politics, social welfare, finance, and industry.

It is hoped that students who wish to enter these occupations will appreciate the importance of specializing in the social and philosophical studies in greater number than at present. And, further, that these final honours schools themselves will be modified so as to deal to a greater extent than some do now with contemporary problems of urgent practical importance.

With regard to other vocations, such as teaching, the Church, and medicine—all of which involve relations with individual people—it is essential that those training for them should gain some knowledge of the social, economic, and political forces of society, and also of philosophic and ethical thought. A beginning has certainly been made in this direction, especially in university teacher-training departments, and in training for social work and for medicine. But a far greater place should be assigned to social and philosophical studies even here than has hitherto been the case.

With regard to other professions, such as engineering, architecture, and agriculture, something can be done by stressing the place such occupations take in the social and economic structure of the country. Courses, for instance, should be held in industrial history, economics, and in industrial relations for the engineer; in local government and the social services for the architect; and so forth.

It is clear that nearly every subject has aspects which can be utilized to make a valuable contribution to education for citizenship. The study of languages, whether of English or of the classical or modern languages, can give training in clear thinking; the study of literature can give an intimate knowledge of the inheritance of ideas and ideals of the country concerned. The physical sciences, chemistry, and biology are inextricably connected with human life. Mathematics gives a training badly needed with regard to the quantitative approach to public affairs.

There are many who consider that, although specialized courses are suitable particularly for students of first-class ability, they fail to turn out educated persons, since they concentrate on too narrow fields of study. Many proposals have been put forward to lessen this specialization which would give an opportunity of bringing in subjects useful in education for citizenship. Combined honours courses in two or three subjects are already familiar in the Oxford Modern Greats, in the combined courses in Reading University, and in the London Honours Degree courses where a main and a subsidiary subject are demanded. In some universities, such as Liverpool, there are also General Honours courses which take certain subjects up to a high level. Pass degree courses should be revised and rehabilitated. Courses of this kind are likely to be successful only if the different subjects of which they are made up are planned in relation to one another, and do not consist of just truncated versions of the courses required for the specialist honours schools.

At present many of these are unsatisfactory, since they consist of a jumble of unrelated subjects. They could and should, however, be so designed as to give as many students as possible the opportunity of studying what is essential for citizenship in the social studies and in philosophy and psychology.

Digitized by Google

Two Important Books from the **U.L.P.**

THE CONTENT OF EDUCATION

The Interim Report of the Council for Curriculum Reform

This short book is not preoccupied with how subjects can be fitted into the time-table. It is a preliminary survey of how the curriculum can be accommodated both to the needs of the child and the needs of the community.

Ready early April Cloth Boards, 8s. 6d. net

RECONSTRUCTION IN THE SECONDARY SCHOOL

FRANK M. EARLE, B.Sc., M.Ed., D.Sc., F.B.Ps.S.

A well-balanced description of the multilateral school in action

"The merit of the book lies in its severe practicality . . . we come right down to the question: What subjects ought boys and girls to learn, how much time ought they to spend on learning and how much ought to be devoted to social activities."—*The Listener.*

"The work of a keen educationist and a sound thinker."—*A.M.A.*

Cloth Boards, 8s. 6d. net

University of London Press Ltd.
Malham House Bickley, Kent

Digitized by Google

Already in some universities there are voluntary courses in some of the social studies and in philosophy which may be attended by any student. Unfortunately, the pressure of time demanded by examination subjects means that, as the academic year progresses, the attendance at such courses becomes thin. It is hoped that, as time goes on, more training in citizenship in schools, resulting in students coming up with some knowledge, however elementary, of economics, politics, and philosophy, will become widespread. Voluntary university courses should then take the form, not so much of elementary exposition, but of showing how to approach contemporary problems in a scientific manner.

Survey courses are familiar to many through their establishment in most American universities where the first two years are devoted to the social studies and the natural sciences, respectively, leaving another two years for specialist studies.

In some universities in this country there are already certain courses which last four years. But, if a general four years' course cannot be contemplated, and only one year can be spared for a Survey course, it would be possible to arrange for students of the natural sciences to take a social studies Survey course, and for arts students—whose normal course may in any case include social studies—to take a natural sciences Survey course.

Of the above proposals there are some already being experimented with. It is hoped that any changes which may be introduced into the content of university education—whatever form they may take—will be such as to encourage preparation for the successful working of democratic institutions.

The influence of the universities is not confined to its undergraduate and research students only. Universities recognize increasingly the need to be real centres of enlightenment and culture for the men and women in the districts in which they are situated. Suggestions are being made in many quarters about how the extra-mural departments can be widened and strengthened, so as to reach sections of the population that have not yet been reached at present, and to provide for many different standards of work, ranging from the really advanced downwards.

We here are concerned with the part such extra-mural education can play with regard to education for citizenship, and hope it may become possible to look to the university to become a centre to which people will naturally turn for discussions and information about contemporary affairs; and where—whatever their previous education—they can find courses in social studies, philosophy, and psychology which will help them to formulate their own social purposes, and to have some idea of the kind of measures required to carry their aims into practical effect.

The influence of universities is admittedly felt throughout the whole school system. Already the excessive specialization of many university entrance and scholarship examinations is being modified. Papers are being set which demand a wider culture and range of intellectual interests. By these means, and through those school examinations with regard to the syllabuses of which the universities play a leading part, a far more widespread and effective teaching of social and philosophical studies in the top forms of schools may be encouraged.

How are changes of the kinds suggested above to be brought about? Universities are slow-moving and perhaps naturally resent suggestions for reform from outside. Could a small group be formed in each university of those who are convinced of the need for universities to take a larger share in education for social responsibilities, and are prepared to think out afresh how this problem can best be solved both in their own department and in the university as a whole? Where any such groups have already been established we should be most grateful if they could communicate with the Association for Education in Citizenship, 51 Tothill Street, London, S.W. 1.

SCIENCE IN EDUCATION AND TRAINING

PART II

By R. W. STOTT, M.A., Senior Science Master, Rugby School

THE considerations discussed at the end of the first part of this article raise the very relevant questions: is it possible to found an educative school course on science, and are there enough intrinsic difficulties in such a course to put off the mediocre student and to give the able one sufficient to feed on?

There is no doubt that a course can be based on science, and it can be a first-class one if it is well-designed, unhurried, and well-handled. Science provides most of the essentials: interest on the part of the pupil and teacher, development of the powers of observation, development of manipulative skill, and practice in deductive and inductive reasoning. Furthermore, there is ample opportunity for originality, and scientific work enforces a discipline more severe than does work in any other subject except mathematics. In addition, it is of great practical value, a fact which encourages hard work on the part of the pupil and so helps the teacher; for, fortunately, few children at school realize that all work done at school is probably completely useless in itself.

However, the proportion of science and mathematics to other subjects, as is commonly arranged at the present day, should probably be reduced, since it seems very essential to supplement science and mathematics with other subjects in order to develop the human side of the pupils. Of these other subjects English is by far the most important. There should be very ample exercise of the powers of expression, and also ample opportunity for the science specialists at school to discover and appreciate literature. This takes time—say five periods per week at least—but it will be time very well spent. Then, presumably, two periods a week will be needed for scripture, and that would seem to leave the choice of French, German, or History (suitably planned). Though a language should undoubtedly be studied, and studied properly (there is too much tendency now to shunt the science specialists on to any one whose time-table is not too full), the temptation to make this language German because it is useful, if not essential, to scientists should be resisted. It is comparatively easy to get a working knowledge of German after leaving school, and the determining factor which should decide the language is its cultural and

(Continued on page 170)

Digitized by Google

NELSON

Principles of Physical Geology

PROFESSOR ARTHUR HOLMES, *Regius Professor of Geology, Edinburgh University*

"This book will undoubtedly be welcomed by teachers and students of geology and geography, and it should be included in the reference libraries of post-primary schools and training colleges. . . . The author has made a valuable contribution to education in its widest sense."—*Times Educational Supplement.* "A pleasure to handle and a delight to read."—*Scotsman.* *Lavishly Illustrated. Second Impression.* **30s.** net

EDUCATION FOR CITIZENSHIP

Charter for Youth

A new series addressed to Sixth Forms and intelligent youth generally, designed to give training in informed citizenship. In the words of the Norwood Report, "*A school can make its contribution to an Enlightened and Instructed Public Opinion . . . if it promotes an attitude of free inquiry and develops power of independent judgment and intellectual alertness.*" This series aims at developing critical qualities of mind, reinforced by accurate background knowledge. Each **5s.** net

JUST PUBLISHED

Your Money and Mine

BARNARD ELLINGER, C.B.E., M.A.

Answers in an informal and attractive way the type of question asked by those unfamiliar with economics, and shows how these problems affect the everyday life of ordinary people.

ALREADY PUBLISHED

Does It Follow?

Practice in Logical Thinking

MEYRICK H. CARRÉ, M.C., M.A.

"Should appeal to any intelligent person from the later teens upwards."—*Times Educational Supplement.* "A mind trained as this book will train yours is a national duty."—*Daily Herald.*

The English Heritage

M. W. THOMAS, M.A., LL.M., *Barrister-at-Law*

"It should prove an admirable text-book for discussion groups in Youth Organizations and Evening Institutes."—*Schoolmaster.*

The Ambitious Girl

THE COUNTESS OF ROSEBERY

"It should be in every girls' school library."—*Times Literary Supplement.*

Practical Work Books

A wartime series dealing with the usual school subjects, but designed to give younger children practical knowledge about present-day conditions and problems and to prepare them for citizenship of the post-war world. Each **1s.**

TWO NEW VOLUMES

Australia

DAGMA ANDERSON

An account of the history and development of Australia, its size, climate and people—their education, government, occupations, pastimes—forming a complete course for individual, group, or class, on the general geography, history and present-day life of Australia.

Union of South Africa

JULIAN MOCKFORD

Mr. Mockford, stressing the human aspects of South Africa to-day, rather than formal geography and history, presents a vivid picture of life in the Dominion. He shows the interplay of British, Afrikaners, and other races, and their setting.

★Note also in this Series: *Life in the U.S.S.R., The United States, Life in the U.S.A., China, Direct Economics, His Worship the Mayor, etc.*

Illustrated. Stiff Covers.

Religious Education

in the Senior School

R. L. ARUNDALE

"The author traverses the whole range of religious training of the adolescent. It is a masterpiece of industry and condensation. Obviously the work of a practical teacher who has tested theory on the hard anvil of experience.

"Everything in the book is up to date."—*Education.* **8s. 6d.** net

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

educative value. History, taught on broad lines, would also seem to have a very strong claim to a place in the curriculum, and history and the language might perhaps be given one year each out of the two post-School Certificate years. Every possible step should be taken to ensure that these non-specialist subjects be taken seriously, and there is also another equally important point: they should be few in number. Infinitely more value can be derived from studying one or two subjects thoroughly than can be got from a superficial study of several. The present tendency to have a lesson or two on art, civics, international relations, &c., is much to be deprecated. Such superficial treatment of large and important subjects is boring to the intelligent, who see how useless such treatment is, and misleading to the unintelligent.

In planning the course in science the following main points would seem to be the most important:

(1) The course must be done in a scientific and systematic way. A modified "general science" approach is utterly useless; it is not a scientific one, and would not attract pupils of good intellect: nor would such a course be educative.

(2) The course must have sufficient difficulty to develop the minds of able pupils. The chief opportunities of doing this lie in the mathematical portions of physics and physical chemistry, which should not be omitted. Likewise, the pupils should do mathematics soundly and not be allowed to do only sufficient mathematics to cover their requirements in science.

(3) The course must convey a considerable amount of factual information. Experimentally determined facts form the basis of all scientific work, and there is a danger that the present outcry against the demand for an excessive amount of factual knowledge may lead to too little being known. Again, ideal though it may be, it will not be possible for the pupils themselves to determine all their fund of information by experiment: demonstration and reading will have to play their parts also.

(4) The course must provide considerable practice in experiment and observation, and in deductive and inductive reasoning. At present, owing to the prevailing rush, too much of this is done for the pupils by the teachers, and this is one of the radical changes in science teaching which is urgently needed.

(5) The pupils must not be spoon-fed during their practical work, which should not be so arranged as to give the impression that, when certain experiments have been done in the correct manner, the "course" has been covered. The more the pupils do for themselves and the less the teacher does the better. Books on subjects such as "Practical Physics Experiments for the Higher Certificate" should be avoided, because they introduce quite the wrong spirit into the practical work and also tend to make the passing of an examination the whole aim in the work. If the children understand the theory and have had considerable experience of practical work, they should be able to carry out properly the experiments that may be set in any practical examination. If they cannot, either they are not good enough to pass that examination or else the questions are unsuitable. What is certain is that there is little value in practising only those experiments which are liable to be set in the particular examination which is to be taken. All practical work, in all subjects, should fit in with the theory that is being studied, and the examination should be kept out of view.

(6) The course must be arranged to cover the ground which is desirable for those who are not going on to a university. If it is well arranged there is no reason why such a course should not also be suitable for those pupils who are going on to a university.

(7) The course should include either physics or mathematics. Both chemistry and biology are too lacking in mental discipline to provide a truly educative course unaided, because they involve to too great a degree the mere assimilation of information. On the other hand they do, of course, provide excellent opportunity for observation and deductive and inductive reasoning.

(8) Those pupils who are going on to a university must learn to work on their own, with only occasional help from their teachers, and they must learn to find out information for themselves and to use a library.

When it is analysed under headings such a course looks a formidable task from the point of view of organization and design, but a critical examination reveals that the most important factor is the mode of presentation. In other words the success of any course depends upon the teacher. Suitable training is a great help, but in the end it is the type of man that counts, and no amount of training will convert poor material into good teachers. One very important point, though, is that all courses must be so planned as to give each individual teacher the maximum amount of freedom that is possible. Those controlling the syllabuses of examinations can greatly help. If the length of the syllabus is reduced, and all dead wood removed, there could be left as a syllabus a definite indication of the *minimum* ground to be covered by all teachers, and examination questions would be set on this syllabus. Each school could then plan its own courses round this nucleus, and the teachers would be free to digress as they wished. In this way the advanced work would vary somewhat from school to school, but each teacher would be free to make it fit in with his particular tastes and his mode of presentation.

Considerable progress has already been made towards tackling the problems outlined above. Meetings have been held between representatives of the scholarship examiners at Cambridge and the teachers in schools, the teachers' representatives having been supplied through the Science Masters' Association and the Women Science Teachers' Association. These meetings provided a most welcome opportunity for exchange of views on the problems connected with scholarship examinations, and the scholarship examiners showed great interest in and sympathy for the views of the teachers. As a result of the discussions which took place, it is possible that there may be modifications of the scholarship papers, but, of course, the committee which met was only advisory. This step is most welcome and should prove to be the beginning of a closer co-operation between universities and schools.

Another equally important contribution has also come from Cambridge. The Local Examinations and Highest Grade Schools Examinations Syndicate (*i.e.* the Cambridge side of the Oxford and Cambridge Joint Board) set up in 1943–1944 what are called "Cambridge Joint Advisory Committees" for biology, physics, and chemistry. There is a separate committee for each subject under the chairmanship of Professor J. Gray, F.R.S., Professor Sir Lawrence Bragg, F.R.S., and Dr. H. McCombie, and on each committee are representatives of the Local Examinations Syndicate, the Faculty Board of Physics and Chemistry, the College Scholarship Groups, the Association of Women Science Teachers, and the Science Masters' Association. The representatives are

(*Continued on page 172*)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

In this first book (which is intended for pupils of 11 or 12) grammar lessons comprehend only the broadest outlines. The other two books are in active preparation.

ENGLISH ESSAYS

A Representative Anthology. Selected and edited by W. CUTHBERT ROBB, M.A. 2s. 6d. Thirty-four essays from the time of Bacon to the present day. With Biographical and Critical Notes.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new " Warner and Marten ")

GEORGE TOWNSEND WARNER
C. H. K. MARTEN D. ERSKINE MUIR

The famous " Warner and Marten " completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve " periods " into which the book is divided. Available in the following forms:

Complete—55 B.C.-A.D. 1939. 11s. Book One—55 B.C.-A.D. 1603. 5s. 6d. Book Two—1603-1939. 6s. 6d. Section Two—1485-1714. 3s. 9d. Section Three—1603-1783. 3s. 6d. Section Four—1688-1939. 5s. 6d. Section Five—1783-1939. 4s. 3d.

BLACKIE'S FRENCH PLAYS

Limp cloth. 1s. 4d. each. Some of the 40 titles:

LA COMEDIE DE CELUI QUI APOUSA UNE FEMME MUETTE, Anatole France. LA JOURNÉE DES AVEUX, Georges Duhamel. GRINGOIRE, Banville. TARTUFFE, Molière. LA GRAMMAIRE, Labiche et Jolly. PHEDRE, Racine. LE CID, Corneille. LES FEMMES SAVANTES, Molière.

BLACKIE'S LONGER FRENCH TEXTS

Limp cloth. 1s. 4d. each. Some of the 40 titles:

SIX CONTES, Coppée. SEPT CONTES, Lemaître. EXTRAITS DE TU VIENS EN FRANCE, Grand'combe. EXTRAITS DE TU VIENS ANGLETERRE, Grand'combe. TARTARIN DE TARASCON, Daudet. LES TROIS MOUSQUETAIRES (Abridged), Dumas. LE ROI DES MONTAGNES, About. L'ATTAQUE DU MOULIN, Zola. LE SCARABEE D'OR, Baudelaire. LETTRES DE MON MOULIN (Contes Choisis), Daudet.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 215 diagrams. 5s.

This is the second volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. A third volume—Light—is in preparation.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. See note above.

A PRIMER OF MECHANICS AND HYDROSTATICS

By H. A. BAXTER, M.A., Senior Mathematical Master, Liverpool Institute High School; formerly Scholar of Selwyn College, Cambridge. With 96 diagrams. 3s. 9d.

A text-book to the full School Certificate standard. The principles are developed experimentally, and the idea of mass is based on its direct measurement. A large number of examples is provided.

A SCHOOL CERTIFICATE CHEMISTRY COURSE

By P. T. FREEMAN, M.B.E., B.Sc., Ph.D., F.I.C., Headmaster, Peter Symonds' School, Winchester, and J. L. ST. JOHN, B.Sc., Assistant Master, Peter Symonds' School, Winchester. 8 half-tone plates and 77 figures. 5s.

PAGINAE PRIMAE

A First Latin Course

By F. R. DALE, M.A., Headmaster, The City of London School, and G. G. HENDERSON, M.A., Assistant Master, The City of London School. 3s. 3d.

This is a First Latin Course for beginners, and will take them to the stage at which they can read a simple Latin text. Built on sound lines—grammar on the left-hand page, exercises on the right hand—the course is designed for the first year of a four-year course to School Certificate or for the first two years of a five-year course.

MEMORANDA LATINA

Word List, Syntax, Idioms and Phrases. By M. KEEN, M.A., sometime Scholar of St. John's College, Cambridge; Latin Examiner for London General Schools Examinations. 1s. 2d.

PENULTIMA LATINA

A Latin Companion for Middle Forms. By M. KEEN, M.A. 1s. 6d.

FLIGHT AND ENGINES

By G. V. WELBOURNE, M.A. With 125 figures. 8s. 6d. net.

Written for the reader who desires a sound knowledge of the basic principles governing the flight of the aeroplane and the operation of its engine. It has been the special aim of the author to meet the needs of the A.T.C. and the cadet in the early stages of his training.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

appointed for periods of three years, and each committee has on it one of H.M. Inspectors, and observers from the Oxford side of the Oxford and Cambridge Joint Board, the Oxford Locals Examinations, the Northern Joint Matriculation Board, and the University of London have attended some of the meetings. Under the terms of reference each committee is to receive suggestions and criticisms regarding the subject with which it is concerned in the Higher School Certificate examinations for which the Syndicate is responsible. The representatives of the College Scholarship Groups are to receive similar comments on the College Scholarship examinations. Furthermore, each committee is empowered to negotiate with other universities or university examining bodies in matters concerning Higher School Certificate syllabuses with a view to securing greater uniformity in these syllabuses, and it is also empowered to foster collaboration between university and school teachers.

In the meanwhile, the Science Masters' Association had appointed a sub-committee to prune the present syllabuses for the Higher School Certificates and, reducing them where possible, to produce that syllabus for the Higher School Certificate which the sub-committee thought most suitable for secondary schools. Fortunately, this syllabus, in its draft form, was ready for the use of the Cambridge Joint Advisory Committees, who used it as a basis for their own. After much careful work these joint advisory committees have published their syllabuses, which can be purchased from the Cambridge University Press for 6d. each. Criticisms and suggestions are invited.

It is greatly to be hoped that the various examining authorities throughout the country will now co-operate and endeavour to arrive at a common syllabus for the Higher School Certificate and University Scholarships, which should be so arranged that it is suitable to exempt from examinations such as the First M.B. and its equivalents. It is also up to the headmasters and other representatives of the schools to do all in their power to encourage this co-operation. Cambridge has set the example; let the other universities follow the lead.

There are also two other ways in which universities can help. First of all, they can help by encouraging the serious study by science and mathematics specialists at school of subjects other than science and mathematics, possibly by making such subjects count more in the Higher School Certificate and in the scholarship examinations.

Secondly, universities can provide invaluable help by modifying the type of question set in their scholarship papers. In so many cases the questions now set require only factual knowledge and a good acquaintance with certain standard pieces of book-work. What is so badly wanted is a type of question which tests understanding, the powers of deduction, and intelligence. In how many scholarship papers set by universities other than Oxford and Cambridge does this type of question predominate? Furthermore, how can questions requiring only factual knowledge and the learning of book-work be expected to differentiate between real scholarship and hard-working mediocrity?

Finally, it is very necessary for us to face the problems which result from the fact that we are not equally capable of intellectual development, even given the same opportunities. Many members of the community are capable of only very small intellectual development or culture: they can only be informed and trained. Others have very different capabilities, and a common treatment is not suitable for all. We must safeguard ourselves against the isolation of a few first-class boys (particularly between the ages of 15 and 18) among mediocrities: where there are any boys with good intellects there must be many. At present this is largely achieved by the various requirements of different schools for entry. Thus, for the most part, the good intellects are found in the larger secondary and public schools, where they find the competition and inspiration required for their best development. In any future arrangement of schools it is very much to be hoped that a similar balance may be retained, for, if the better intellects are isolated or nearly isolated among mediocrity at many schools, they will be dragged back, or suffer from lack of their intellectual equals, and this will undoubtedly have a very serious effect upon the future welfare and prosperity of the country and empire. In short, we must be very careful to ensure that in providing equal opportunity for all, which is most desirable, we do not at the same time remove the opportunity for full development of our good intellects. Human beings, like plants, can develop fully only when they are in the right environment.

This article would not be complete without reference to the part which science should play in the education of non-science specialists at school. The case of these products of our schools is quite different, for one does not hear complaints that they are too narrow or lacking in character. Admittedly they are numerically smaller than the scientists and mathematicians, but, nevertheless, they are sufficiently numerous to have called forth the same complaints were these justified. The non-science specialists fall into two groups: those who have done science up to the School Certificate stage, and those who have not.

The members of the former group have done enough science to know some of the facts, and to be able to realize to some extent how scientists go about their work. Nevertheless, they should be given a special course in the post-School Certificate stage in order to bring out the social and philosophical importance of science, and in many schools this is not done.

Members of the latter group, who have done no science whatever, are left in a state of great ignorance. But, what is even worse, there is often a tendency among them to regard science as quite unimportant. On the other hand many of them, often the most able, consider that it is quite useless to study science unless it is studied properly, and there is much sense in this point of view. Both types, however, are usually interested in religious and philosophical matters, and it is most unfortunate, especially for themselves, that they should remain totally ignorant of all that science has discovered. Furthermore, since many of these boys will become administrators in a world which is predominantly scientific, is it not most undesirable, if not positively dangerous, that they should be totally ignorant of science?

It may well be that those children whose main interests and aptitude lie in the field of literature, and who have first-class ability, should not be pushed through the course in science for the School Certificate. They find it boring and unprofitable, and the tedium of it frequently gives them a lifelong distaste for science. At this stage science is predominantly informative, and it is very doubtful whether it has any educational value for the type of person under consideration. In that case at the post-School Certificate stage it will be necessary to acquaint them with many facts, to show them what is meant by the

(*Continued on page 174*)

Digitized by Google

EDWARD ARNOLD LONDON

Arnold's French Books

Modern French Series

This series now includes "Histoires de Fantômes," four of Dr. M. R. James's famous ghost stories, translated into French and edited with notes and vocabulary by **R. P. L. LEDÉSERT.** The prices of the books range from **1s. 4d.** to **2s. 6d.**

From English into French

By **A. G. ELLIOT-SMITH,** M.A., Headmaster of Cheltenham College. **2s. 6d.**

A Matriculation composition including about 100 pieces from modern English authors; grammar notes on known "snags," and sections on Free Composition and Letter Writing.

French Prose Composition

for First Examinations. By **H. A. CARTLEDGE,** M.A., and **H. E. D. AXTON,** M.A. **3s. 6d.**

"A competent reference grammar, containing everything needed (and a bit over) for School Certificate and similar examinations."—*A.M.A.*

A French Grammar

By **CHRISTOPHER VARLEY,** M.A., Head of the Modern Languages Department, The Glasgow Academy. **3s.**

A statement of, and practice in, all the grammar a student is likely to want from his second to his fifth year in the language.

Arnold's English Books

English Exercises for School Certificate

By **R. W. JEPSON,** M.A., Headmaster, The Mercers' School, Holborn **2s. 6d.**

A well-known course of 30 exercises, containing hints on précis and essay-writing. A large number of extra passages for précis are included at the end.

Old Plays for Modern Players

Eight one-act plays or scenes selected and modernized by **W. D. PARRY,** M.A., ranging from "Noah's Flood" to a scene from "Volpone." 160 pages. **2s. 3d.**

Georgian Essays

Edited by **ELIZABETH D'OYLEY.** Over 40 essays of the last three decades. They are all copyright work, and are provided with brief notes. 236 pages. **3s.**

Shorter Narrative Poems

By **F. B. PINION,** M.A., Senior English Master, High Pavement School, Nottingham. A new selection of verse-stories intended for use in the middle school. 160 pages. **2s. 6d.**

Arnold's Modern German Series

The books in this Series are chosen from the works of contemporary German authors, and contain full Notes, Exercises and Vocabulary. The *Junior Grade* printed in roman type is suitable for second-year pupils; the *Senior Grade* printed in Fraktur is more advanced in style. The books are strongly bound in attractive decorated boards and many titles are illustrated. The prices range from **2s.** to **2s. 6d.**

EDWARD ARNOLD & CO.
LONDON: 41 & 43 MADDOX STREET, W.1

Digitized by Google

scientific method, as well as to bring out the social and practical importance of science. This could be done by special courses in two or three periods a week.

In several schools efforts have been made to give courses of the type mentioned above, but there is much room for experiment, and it is to be hoped that other schools will try out courses also. With this end in view, a sub-committee of the Science Masters' Association has taken considerable trouble to prepare a very broad syllabus for non-science specialists, and it will shortly be published in the *School Science Review*.

CASUS BELLI

By GEORGE SAWTELL

IT may not yet be universally known in the teaching world that the dethronement of Mr. Muff from his dusty eminence at Little Muddling Grammar School has been preceded by the disappearance from the School staff list of the name of one of his junior colleagues. The present writer hopes to be forgiven by his old friend and mentor Mr. K. D. Robinson for offering a somewhat similar tribute to the memory of B. Hope, Esq., B.A. (Oxon.).

Mr. Hope's school and university career followed much the same lines as the hard-working Muff's; he edited the school magazine, took the part of Banquo in the school play, passed H.S.C. twice, and got his classical scholarship. Luckily for him, however, he realized at the end of his first year that the dizzy heights of first-class honours were beyond his reasonable powers; and consequently entered upon the usual routine of joining Societies, attending the Union, writing minor verse, taking a punt on the river to read Petronius, Voltaire, and *The Anatomy of Melancholy*, becoming over-talkative at sherry-parties, and climbing into college after midnight. Retaining and developing a genuine love for the classics and an idealistic desire to teach, he slogged away at Herodotus and Kant to keep himself up to a steady-going Beta-plus level, and went down with a fairly creditable Double Second.

A stern world and the mechanics of getting a job soon convinced him of the necessity for somehow scraping together the cash to keep himself learning for another year. He took a diploma.

The last of seventeen letters of application, in each of which he paraded a now respectable showing of hobbies and 'extra-curricular activities', brought him to an interview with Mr. Muff's 'Old Man'. And so, at last, our stout-hearted, all-round second-class hero, with his culture-sodden and, as he thought, unpractical mind, found himself embarking on his first term at Little Muddling Grammar School.

Determined to make up for his lack of pre-eminent abilities by an all-conquering enthusiasm for every subject or activity to which his hand could possibly be turned, he carried proudly in the streets of Little Muddling between his 'digs' and the school a pile of exercise books as his badge of office. He had heard, he was certain, his 'calling' and he had answered it gladly. On £249, with annual increments of £15 (vague ambitions here of becoming a Headmaster, or something, one of these days), he could not at all envy his cousin Dick, who leaving the university two years earlier with a science degree, was already netting well over £400 a year in industry, with annual increments of £60. "I couldn't stand the racket", he told himself, "of a job like that"—all Organization with a capital O, and Efficiency with a capital E.

Early in 1940 he found himself in the Army, straightening that incipient academic stoop out of his shoulders.

By the end of the year he was a corporal and engaged to be married.

There followed the accepted *cursus honorum* of stripes on the arm, a white band on the cap and a pip on the shoulder. The training, welfare, lives, and safety of thirty-odd men were placed in his hands.

In 1941 he was appointed Intelligence Officer of his unit, went on several courses (in which he sometimes surprised his instructors by the ease with which he memorized facts and even figures), and widened the circles of his knowledge and acquaintance. He wrote to the school to say that "he was learning a great deal about photography, motor-bikes, wireless, and maps". Slogging away with his usual Beta-plus enthusiasm, he brushed up his class-room French, branched out into German, imbibed more geography than he ever knew existed, and even ventured into ABCA. He was surprised and gratified to learn one day that Brigade was asking for him as I.O., and that his C.O. was 'fighting' to keep him in the unit.

Brigade, of course, won hands down; and plain Mr. Hope became Acting Captain Hope in the early summer of 1943.

On the strength of this our hero got married. In a mud-hut not a thousand miles from Cairo he read the announcement of his wedding in the Christmas Term number of *The Muddleian*.

Nearly a year later, as he went through his mail in a cellar near Caen, he smirked to see a second announcement in the number dated July, 1944: "BIRTHS. To Mrs. Mary Hope, wife of Major B. Hope, R. Loamshires (Staff '38–'40)—a son."

In the winter of 1944 the gallant Major read of the Burnham Committee's proposals regarding his future salary. These made him consult his pay-book to make sure that he had read aright. The pay-book showed such principal items as: Major's pay—28s. 6d. a day; Marriage and Child Allowance—7s. a day; War Service Increment—4s. a day; Field Allowance—3s. a day. He asked a friend about 'Far East' pay, and blinked when he heard the answer. "This", he remarked, "is where Hope begins to lose some of his Faith and Charity."

In March, 1945, comes another tit-bit in the pages of *The Muddleian*:

"Major B. Hope (Staff '38–'40) visited the school in February and gave an informal talk to the Sixth Form on his experiences in the Middle East and Normandy. He was then on leave awaiting posting to SEAC, where he has been appointed to serve on the Staff of a famous Indian Corps."

Lastly, in December, 1945, we read the following sad news:

"It is learned with regret that Mr. Hope, whom many of the Senior School will remember as Assistant

(*Continued on page 176*)

Digitized by Google

JOHN MURRAY

THE WORK OF MEN

An Introduction to Social and General Geography

By THOMAS PICKLES, B.Sc. The aim here is to provide a Course to bridge the gap between the Primary and the Secondary School, and give a foundation for the study of Geography in the ensuing years in all types of Secondary Schools. The objective is to stimulate interest in the varied aspects of the subject, and to suggest individual and group activities rather than to provide a factual summary of elementary geography. *Fully half the book consists of illustrations and maps, and the exercises are practical in character.* **Just published, 2s. 9d.**

SKETCH-MAP AND EXERCISE BOOKS

I. The British Isles. II. North America. V. South America and Africa

By THOMAS PICKLES, B.Sc. Large, bold and uncrowded sketch-maps of the major features of each area, with numerous exercises designed to foster skill in selection and presentation, and many test maps. The books can be used year after year, as there is no need for the pupil to mark in them while drawing the maps or working the exercises and texts. Books on Europe, Asia, Australasia and General World Geography are to follow. Each **1s. 9d.**

THE NARRATIVE ART IN VERSE

By NORMAN L. CLAY, B.A. A selection of poems to exhibit the range of narrative art in verse and to encourage the study of the art employed. The Editor brings together the best examples of the many different ways of telling a story in verse. The range is from four lines to the length of " The Ancient Mariner," from Chaucer to living poets, from joke to tragedy, from simplicity to subtlety, from quiet to excitement, from old favourites to fresh material. A set book for Northern Universities S.C. Examinations, 1946. **2s. 6d.**

WORD STRUCTURE AND EXPRESSION

By A. R. MOON, M.A. The Collector's Way to a command of English. A novel notebook in which pupils can record words and expressions collected from their own readings. **1s. 3d.**

SELECTION FOR SECONDARY EDUCATION

By A. SUTCLIFFE, M.A., B.Sc., and J. W. CANHAM, M.A. The authors describe a method in which the formal written examination in English and Arithmetic is discarded. Since in future all children over the age of eleven will have to be directed to one type or another secondary school, their book, will, it is hoped, be of interest and practical value to all concerned with this important problem. **Second Impression, ready immediately. 3s. 6d.** net.

MODERN EUROPE, 1789-1914 AND AFTER

By S. REED BRETT, M.A. This volume has been written expressly for School Certificate and Matriculation candidates. Every effort has been made to simplify the treatment of the subject-matter, firstly by fixing attention almost solely on the " greater " powers, and secondly by, as far as possible, grouping events into topics. **3s. 9d.**

GENERAL SCIENCE BIOLOGICAL DRAWINGS

By MAUD JEPSON, M.Sc. Miss Jepson's books of Biological Drawings are well known and extensively used in schools throughout the country. This publication includes many new Drawings as well as a selection from her original book Biological Drawings with Notes. It caters especially for pupils taking a Course in General Science, and also for those preparing for examinations in Elementary Physiology and Hygiene, and First Aid and Home Nursing. Part I, **2s. 6d.**; Part II, **2s. 6d.** Complete, **5s.**

PLAYS FOR THE CLASSROOM

By RONALD GOW, B.Sc. This attractive book of short plays forms the basis of an intensive term's work in junior drama. **1s. 9d.**

50 ALBEMARLE STREET, LONDON, W.1

Digitized by Google

Scoutmaster, President of the Junior Dramatic Society, and a keen supporter of the Film Club, will not be returning to the school. Mr. Hope writes that he is looking forward to taking up his new post, which will take him to all parts of the Balkans, Levant, and Middle East, under the auspices of UNRRA. . . .

"Lieut.-Commander Young, R.N.V.R. (Staff '37–'41) is another whose presence we shall sadly miss. . . ."

CORRESPONDENCE

TRANSFORMATION OF THE TEACHING OF HISTORY AND RELIGION

SIR,—We live in a revolution, as Dr. Julian Huxley has reminded us; and we require revolutionary changes in some of our educational methods. The adult education, which the conditions of war have stimulated from a sectional to a national activity, has already called for a radical transformation of our teaching of history. The men in the Forces and in Civil Defence have wanted information and discussion, not about a remote past, of Norman and Tudor and Georgian England, but about present affairs and the period immediately preceding the war, so that they may understand the causes and the issues of the war. The Army Education Department has met that demand by producing a constant series of booklets and of lectures on the major issues, national and international, of our times. It has been found possible sometimes to interpolate in the pamphlet or the lecture a reference to the history of antiquity which throws a vivid light on the present. The method of starting from the present may be extended to teaching of history to children as well as to adults. The young also would be more interested in the story of our own times than in the story of Saxons and Barons, or Greeks and Romans. From the known and the living they will turn to the past and the sources of the civilization of the present. That preference is recognized already in many schools, where the instruction in history begins with the nineteenth or the twentieth century and works backwards; and the study of geography starts with the village or county in which the school is situate, and then goes to the country and the continents.

Another department of knowledge must be approached by reference to the events and the movements of our own time rather than by the historical and the legal avenue which was once favoured. The subject of international relations to-day is tending to take the place in university and adult education that was formerly given to international law. Men's eyes have been opened during the years of the war to the way in which the world is linked together economically, politically, and culturally. The world is one neighbourhood. What happens in China, Poland, Czechoslovakia, even Ethiopia, affects decisively the lives of our own people. The world is one in fact, if it is not yet one in feeling. But the recognition of unity is growing. The activities of the Army Bureau of Current Affairs, and of the British Association for International Understanding, alike through publications and discussion groups, have shown how to bring home to hundreds of thousands of men and women in the Forces knowledge of the life of the peoples of the world and of their historical and geographical background. The achievements of the Soviet Union in the war have aroused an immense desire of the common man to understand the revolution in Russia; and he recognizes that he cannot get from his daily newspaper an adequate perception of current history, because a series of sensational events, such as is presented in the daily paper, is not history. The books about current affairs which the Penguin Library includes have marked out the new path; and the wide extension of the methods of discussion in the people's colleges, which are to be founded, will give the opportunity of the spoken word, and still more important, the free exchange of ideas. Moreover, the experience of millions of men and thousands of women, who will have spent years in the countries of Europe, Asia, and Africa during the war, will give fresh reality to the written word, and will have aroused in many a critical sense.

The change in method of the teaching of history will have as its aim to train men and women for world citizenship. It will help to build that international ethos which is necessary if the international organization of the statesmen is this time to endure. For the opinion of the people is the essential foundation of international opinion.

A similar revolution in approach should, it is submitted, be tried in a larger, and still more serious, field of thought. It is a commonplace of the time that for the mass of the people the established religions have lost their hold. The majority do not go to church, chapel, or synagogue; they reject the old dogmas and traditions. The accent of religious bodies, as the late Archbishop of Canterbury used to stress, must be laid in our times on the social ethics and not on the theological aspects of their teaching. At the same time, as the tragic history of the last decades has proved, man will worship some power. He must have a religion; and, if he abandons the religion of God, he will adopt the religion, the idolatry, of the State or the race, or the Communist order of society. It should be possible to appeal to that religious feeling for the solution of the spiritual problems of our times and for the strengthening of the new world order. But it cannot be done, for a mass of the adults, by going back to the Bible. It is part of the revolution in the mental atmosphere that the young generation turn away from tradition, just because it is ancient and was hallowed by former generations. The Church tends to be associated in their mind with the injustices of the old order.

We see that most significantly in the story of the Russian Revolution. Yet history, or the cosmic process, has been posited by the Communist philosophers as a supreme, if impersonal, power. The story of our own times and particularly of the years of the war, has signally illustrated the working of a Divine mind and of an ethical order in human affairs, while the discoveries of modern physics have deepened the conception of the unity of the universe. It is from that history of our times and from a popular form of the teaching of physics that the adult may get an idea of the nature of the universe and of the moral power which guides it. The Bible will remain the basis of teaching in the children's school. For it would be a grave loss if the Book of books were not known to the children. But for the adult an attempt should be made to give a simple philosophy derived from the dramatic judgment of history which has

(Continued on page 178)

Digitized by Google

EXAMPLES IN TECHNICAL DRAWING

FOR SCHOOLS AND COLLEGES

by

D. MILLER, B.Sc., A.M.I.E.E.

Head of the Technical Department, The Lindsay High School, Bathgate Vacation Course Lecturer in Technical Drawing, Moray House Training College for Teachers, Edinburgh.

PRICE 4s. 6d.

This is a text-book of examples suitable for use in the Technical Courses of Secondary, Central, and Junior Technical Day Schools, also for the early stages of Mechanical Drawing in Continuation Classes. There are over one hundred problems arranged in a progressive grading for day school pupils from first to fifth years of post-primary or eleven-plus classes. For convenience, each problem faces its relative plate, the size of paper to be used is given, and the positions of the required views are indicated.

A unique feature of the book is the suggestions put forward for homework in Technical Drawing as a means of supplementing the class time available and at the same time affording practice in the fundamental necessity of getting the pupils to think in three dimensions.

TEACHERS: Save blackboard effort and have more time for class supervision by providing your pupils with this text-book.

By the same Author:

THE FUNDAMENTAL PRINCIPLES AND PRACTICE OF TECHNICAL DRAWING

Book 1, **3s. 9d.**; Book 2, **4s. 6d.**; Complete in one volume, **8s. 6d.**

EXAMPLES IN MECHANICS

By D. M. ANDERSON, B.Sc.

PRICE 2s. 6d.

This book is a collection of examples intended to supplement experimental mechanics in Advanced Division and Secondary Schools, as well as Technical Continuation Classes. The simpler examples cover the course for the Day School Certificate, while the whole book can be used as a preparation for the University Local and Matriculation Examinations.

At the beginning of each section will be found brief notes on the principles, definitions, units, and formulae used, followed by several fully worked typical examples, with diagrams where necessary.

LONDON:

THE GRANT EDUCATIONAL COMPANY LTD.

12 CURSITOR STREET, CHANCERY LANE, E.C. 4.

Digitized by Google

been manifested to our generation in the crisis of civilization. And the Bible itself would acquire a fresh appeal if it were related to the Divine judgment which this living generation has witnessed.

Hebrew University, Jerusalem. N. BENTWICH.

HISTORY AS A SCHOOL SUBJECT

SIR,—Professor Turberville, in his presidential address to the Historical Association on December 31, told his audience that the study of history was an adult study, and that it could be approached by the child mind only through the imagination. He went on to say that those who have no imagination should not learn history. In the great majority of schools through the length and breadth of this land, history is taught in two 40-minute lessons a week, from the bottom class to the top. Sometimes it is taught by the class teacher with the help of a class text-book, and sometimes by a specialist teacher whose knowledge of history may be a great deal more than his knowledge of the child mind. A syllabus is prepared so that the child may follow a comprehensive course of instruction, and in the majority of secondary schools the subject is in due course offered for examination for the School Certificate. How many schools ever ask, "Should we be teaching history at all to Form IVB?" or, "Is this syllabus making an approach which is psychologically right for a 10-year old or a 14-year old?" On the other hand, the syllabus, perhaps, demands that the Romans to the Norman Conquest be studied in the first year, up to 1485 in the second year, the Tudors and the Stuarts in the third year, and so on. There is no time for flights of imagination when pupils of 15 must have memorized enough facts to be able to answer adequately the complicated and mature questions set in most school examinations.

If schools were released from the need to teach history at all except to those pupils who would obviously profit by it, it is very likely that most teachers would find that there were certain aspects of history which could be presented to children at certain ages with great satisfaction and profit to all concerned. Children between 10 and 12, at the "gangster" stage, like stories of adventure and exploration, and these are all the better for being true. They can grip on to a study of the discovery of the world and the making of the British Empire. At much the same stage, when most children are thrilled with ships, trains, motor-cars, and aeroplanes, they will study the evolution of these means of transport, and even grasp a little of the implications of these inventions on society as a whole. At 13 to 15 years, most girls are getting "home conscious", and a study of the development of domestic life will mean something to them. At the same age, many boys are thinking about jobs and their future life as wage-earners. Then they will be interested in the history of employment either in industry or agriculture. At a rather older age, as a sense of responsibility as a member of society is developing, the study of the organization of society and the growth of government becomes reasonable. History studied from the point of interest which the child is likely to have at any given age is perhaps not so neat and water-tight an affair as the periodic method of procedure. But there is a very good hope that the material dealt with may be within the imaginative scope of even those not blessed with a great deal of this divine commodity. Perhaps there may not be an enormous body of fact amassed by the end of the school career, but there should be an attitude of mind which makes further interest in the subject a possibility in after-life. Another great advantage to be gained from this method is that history text-books can be used as books of reference, and not as syllabuses. Possibly some practice in how to use a book may also result.

HISTORICA.

THE SELECTION OF CHILDREN FOR SECONDARY EDUCATION

SIR,—Your reviewer's comments on a recent Essex report suggest that, although the Essex authority has been operating a 100 per cent. special place system for twelve years and using it to choose children for grammar and technical schools, the authority is misleading those who read its report by describing it as "The Selection of Children for Secondary Education". It is further suggested that "the Committee came to the conclusion that all was well with the system of selection and with the setting and administration of the admission examination".

In my view this is so unfortunate a summing-up of the conclusions reached after a very thorough sifting of carefully collected evidence from a large number of responsible teachers that, in justice to them and to the experienced Committee who conducted the inquiry, I can only hope that readers of the review will not be deterred from reading the report, which is not very lengthy.

Some free copies are still available on application to the County Education Office.

B. E. LAWRENCE,
County Offices, Chief Education Officer.
Chelmsford.

THE ADVENTURES OF BRUNO AND HIS FRIEND CHIMP

SIR,—With reference to your notice of Susan Gladstone's book, *The Adventures of Bruno and His Friend Chimp*, may I correct a mis-statement which might lead to an erroneous impression of the work of the Royal Drawing Society. The Society does not award Stars to children of 5, however clever, and Susan Gladstone's drawings at that age which were shown in the Children's Exhibition received not a Gold Star but the award "Most Promising". She was given a book prize at the age of 9, and a year later gained a Bronze Star in the War-time Competition, a success which was repeated in 1942 and 1943.

H. E. PEACOCK,
The Royal Drawing Society, Secretary.
12 Cromwell Place, S.W. 7.

SECONDARY EDUCATION—SOME THOUGHTS AND PLANS

SIR,—Mr. Hughes in his letter in the February number says his plan "does *not* imply a religious test" for the staff of his projected school. In their article he and his friends enumerated "certain vital things which can and should be done at school". One of these vital things is that "the school may be a community with a definitely Christian background. If the staff are convinced and practising Christians their whole attitude will have a most profound effect. . . . It should be possible to staff it (the school) entirely with suitable active sympathizers". If that doesn't imply a religious test for staff, I don't know what does.

As a taxpayer and a parent my concern over this—and it would be just the same if the test were to be

(Continued on page 180)

Digitized by Google

ΠΑΛΛΑΣ
ΑΘΗΝΗ

PALLAS ATHENE . . goddess of wisdom and patroness of all arts and crafts, the inspiration of learning and culture in the golden age of Greece . . . The lamp which lit her sacred temple still burns today: a new age of Education is beginning, rising from the ashes of war to bring freedom and strength to the youth of tomorrow. In that great future, the E.S.A. will continue to play its part, serving the cause of learning with all that is finest in modern design, materials and workmanship.

ESA

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1 *Telephone*: Holborn 9116

Stevenage, Hertfordshire *Telephone*: Stevenage 500 * 101 Wellington Street, Glasgow, C.2 *Telephone*: Central 2369

EA/9

Digitized by Google

for convinced and practising Jews, Fascists, Marxists, or Pacifists—is that the proposers wish to try their scheme in "a secondary school which is the responsibility of a local education authority". I imagine local education authorities will think twice. But the odd thing is that it apparently hasn't occurred to Mr. Hughes and his friends to put up their scheme to the Christian Churches. Is it not they, if any one, who should provide them with such a school?

J. F. P. THORNHILL.

13 Regent's Park Terrace,
N.W. 1.

VOCATION OR VACATION?

SIR,—No one should underrate the very heavy burden which has fallen on teachers in the difficult conditions imposed by evacuation, shortage of staff, and the many controls imposed by the Ministries of Food and Fuel. Most teachers carry their burdens with a cheerfulness which is beyond praise, but some teachers have taken the opportunity of shortening school terms, which, in effect, means an improvement of their conditions at the expense of parents. I know one mother (bombed-out, husband at the war, three months' old baby) who much against her will decided to send her two boys to a boarding school. In the next six months the boys were at home (or rather in part of some one else's house) for fifteen weeks (nine in the summer and six at Christmas) and eleven weeks at school. In the summer the children could play in the street; in the winter they had nowhere to go. In the sixth year of a world war every one is tired and in need of a holiday, but is it reasonable that the harassed mother who is already working a fourteen-hour day, for seven days a week, for fifty-two weeks in the year, should be singled out to carry the additional burden?

SIMPLE SIMON.

TEACHERS AND THE PRESS

SIR,—Having recently taken up appointment as Public Relations Officer to the Newspaper Society—representing the whole of the Provincial and London Suburban Press—I should like your readers to know that I am at their service in all matters relating to the local press. My relations were extremely happy with members of the teaching profession throughout the country when I was Industrial Development Officer to the County Borough of Grimsby, and, as occasion arose, I was able to meet the requests of many hundreds of teachers and university students for reliable information concerning that port. I hope to make available to teachers the same service in regard to the provincial and London suburban press.

There are many points on which the local press and the teaching profession can cooperate to their mutual advantage, and, although space and staffs are limited these days, I know that the local newspaper—morning, evening, or weekly—is always happy to be of service. It is an integral part of the local community.

How can the local press help the teaching world? Already, of course, it is doing much to publicize the many very fine youth organizations, with which many teachers and head teachers are actively connected. Perhaps the local paper, read by every member of the family including the young people still at school, can help in the study of civics. "Open days" at the local newspaper office, for visits by teachers and pupils, would, I think, be a welcome innovation after the war. Maybe, when more information concerning the local press is made available, your own local newspaper will provide one subject for an annual essay competition. Perhaps . . . But I would really like to have your readers' suggestions for closer co-operation between the provincial and London suburban press and the schools, as soon as times permit.

We are all looking ahead now, and the teaching world, with its present enlarged classes and other problems consequent on five and a half war years, probably has some misgivings as to the future and the raised school-leaving age. The local press is looking forward to a period when it can be of even greater service to the community. For that reason I shall welcome your readers' ideas and suggestions.

LEONARD FLETCHER,
Public Relations Officer, The Newspaper Society.

Salisbury Square House,
London, E.C. 4.

ACCELERATED STUDY AND TRAINING

SIR,—In view of the magnitude of the post-war building programme and the obvious and urgent need for sufficient numbers of trained men of the supervisory and professional grades, it appears to be essential not only that this class should have high priority in the matter of release but also that serious attention should be devoted to the question of accelerated study and training courses. The somewhat leisurely methods of pre-war days are not adapted to the urgent needs of the industry—with new methods and materials to be considered—nor particularly well suited to the changed outlook and mentality of the men in the Forces, resulting from five years or so of military experience. There have been many excellent letters in the press, following Lord Trenchard's speech in the House of Lords, testifying to the significance of this changed and widened outlook.

In many cases the men have been able to continue studies to a certain extent, including some experience with the use of the film or film strip in their training. We, as an Association, are interested on behalf of our members and others in the Forces, in this latter aid to speedier study, and have gained a certain amount of information in regard thereto, thanks to the Film Centre, the M.O.I. (Films Division), and Ministry of Education (Optical Aids Branch). I should be very grateful if any of your readers could give me further information, more especially as to the use of the film or film strip for training in engineering, electrical, and other industries.

G. B. J. ATHOE,
Secretary, The Incorporated Association of Architects and Surveyors.

75 Eaton Place,
Westminster.

SWALLOW MIGRATING

So small and frail, so lion-hearted!
You seized your moment and departed,
Swift in flight and firm in trust
To find the sun, which seek you must;
Not spending strength imagining
What unknown woe your quest might bring.
And, daring boldly to take your chance
To triumph over circumstance,
Will wing your way to happiness:
Nor learn, at worst, the dull distress
Of unfulfilment and power lost
From counting over-long the cost.

BABS ROSS.

Digitized by Google

PLAYS and PLAYLETS for the CLASSROOM

SPEAKING and ACTING

Edited by **A. F. FINNEY, M.A., M.Sc.**

Dramatic Work of all Kinds: Scenes, Dialogues in Prose and Verse, Playlets, Story Plays, Verses for Miming, Speaking Games and Choral Verse Speaking.

Original Short Plays are included, together with choice copyright selections from modern authors, Playlets adapted from old Rhymes, Fables, Legends, Folk Stories and Historical and other Tales.

Many of the selections are suitable for performing, but they have been chosen primarily for **Play Reading.**

Speech Practice. Each selection is followed by amusing and instructive exercises in **Speech Training.**

Junior Series: Introductory Book, Books 1, 2, 3, 4, each **1s. 6d.**

Senior Series: Books 1, 2, 3, each **1s. 9d.**

★

GEMS of ENGLISH VERSE

POETRY AND SPEECH TRAINING

Compiled by **M. PARTINGTON.** Edited by **H. M. SPINK, M.A., B.Sc.**

A new collection consisting of the lesser-known works of the standard Poets, together with the best examples of the minor Poets.

The Senior Anthology. Cloth, **3s.**

★

CLASSIFIED SPELLING

A NEW ALL-AGE SPELLING BOOK

Compiled by **W. T. LEONARD, B.A.**

Contains over 2,000 words of common usage, to illustrate the rules. Also frequent tests.

Cloth, **1s. 2d.**

SCHOFIELD & SIMS **HUDDERSFIELD**

Digitized by Google

SCOTLAND, WALES, AND NORTHERN IRELAND

TRAINING FOR CITIZENSHIP

THE Scottish Education Department have revised their Memorandum on Training for Citizenship issued in 1942 in the light of the recent report on this subject by the Advisory Council on Education, and have now published a new edition incorporating many of the recommendations made by the Council. Both the original Memorandum and the Council's Report have already been reviewed in these columns, and it remains only to summarize briefly the main features of the revised Memorandum and of the accompanying circular, which gives the opinion of the Secretary of State and is addressed to all local education authorities. Mr. Johnston welcomes the Council's main recommendations that, in the absence of concrete evidence on the best means of training for citizenship, there should be a period of active experiment by the schools, and that every encouragement should be given to test promising ideas. It is generally acknowledged that the qualities which make for good citizenship can best be fostered through active participation by the pupils in the corporate life of the school, organized as a true community, and it is in this direction that the efforts of the schools should be mainly applied. In a word, the virtue of citizenship, like all virtues, is to be acquired by practice rather than by precept, and accordingly the Department recommend that pupils should be given experience of responsibility by acting as class leaders or monitors, and at a later stage should be entrusted with some responsibility for the government of the school.

Nevertheless, the Memorandum recognizes that most of the ordinary school subjects can make some contribution towards such a training, and there are many interesting suggestions, by way of illustration, from the content and method of approach in such subjects as history, geography, English and foreign languages. While there is no mention of the now discredited " Civics " as such, there is a formidable array of topics, grouped under history, which bear a close resemblance to the old unpalatable pabulum. These include " the discussion of such obvious topics as the working of the representative system; the respective functions of Parliament and of Cabinet; the chief government departments and their duties; the system of local government; taxation, national and local; state insurance, and the government of the Dominions, Colonies and Mandated Territories ". Those who teach history to boys and girls at school, whose experiences of life is still restricted, may be excused some misgivings in the contemplation of such a programme.

Wisely the Department do not seek to have formal schemes of work related to this training submitted to them. The Book of Citizenship, proposed by the Council, is dropped, but the Department's Inspectors will keep in touch with the schools' experiments and developments, and in due course report. The reduction in maximum size of class to thirty, as recommended by the Council, is also at present unacceptable, owing to the acute shortage of teachers and the scarcity of building labour and materials. It is encouraging to note that the claims of radio and the film are at least acknowledged; their contribution to the training of citizens now and in the future is of the first importance.

TECHNICAL EDUCATION

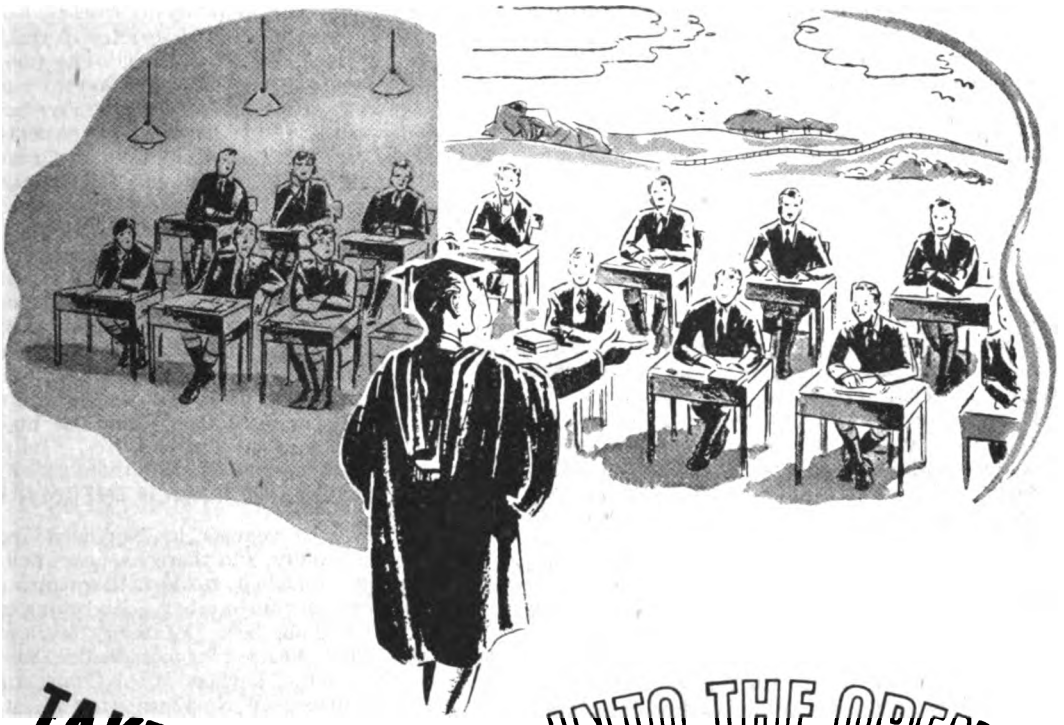
IT is a depressing fact that, although Scotland in the past had reason to take pride in her technicians and had established a world-wide reputation in craftsmanship, she is now far behind recent developments in technology and her technicians are in short supply. Her system, or rather lack of system, of technical education is gravely at fault; it has grown up in a haphazard and disjointed way, and there are large areas that are not covered even by the present provision; and all along it has been inadequately financed. If Scotland's industrial future is to be assured, especially in the important field of modern light industries, the national conscience must be aroused, and the expansion of technical training developed within the framework of a closely co-ordinated and well-articulated national scheme.

This is precisely the view expressed in an interim Report of the Advisory Council's Special Committee on Technical Education, whose convener is Dr. Cameron Smail, Principal of the Heriot-Watt College, Edinburgh, and whose terms of reference are " to inquire into the provision, administration and finance of technical education outwith the universities, and to make recommendations ". At present there are three main groups of institutions providing technical instruction: (i) the Central Institutions, numbering seventeen, (ii) the Technical Schools and Colleges conducted under the Code of Regulations for Continuation Classes in Scotland, 1936, of which eighteen are housed in their own premises and ten in day school premises, and (iii) Continuation Classes, normally conducted by the local education authorities as evening schools. There is no clear line of demarcation in regard to their respective functions, and in the field of advanced work there is no existing machinery for the investigation of the pressing national problems connected with new developments in such matters as textiles, plastics, aviation, water-power, and building, all of which demand the immediate application of research. Accordingly, the Committee, building on the present provisions, envisage a four-fold scheme of organization, which will include, (*a*) Central Institutions, serving a region or the whole country, and providing day and evening courses of an advanced type; (*b*) Technical Colleges, serving local needs and providing day and evening courses of a less advanced type; (*c*) Colleges for Compulsory Further Education in which technical education would form part of the curriculum; and (*d*) voluntary day and evening classes, where the establishment of technical colleges is impracticable, and only as a last resort. It is further essential that the activities of the central institutions and the local technical colleges should be properly co-ordinated and their functions defined.

To overcome the inequalities and irregularities of the present provisions, and to meet the needs of national planning, the report recommends that a National Advisory Council for Technical Education and four (or five, if the Highland area is included) Regional Advisory Councils should be constituted, the former, a small representative body, to survey the national requirements, to co-ordinate the work in the regional areas, and to make recommendations to the Secretary of State as to financial needs, the

(*Continued on page 184*)

Digitized by Google



TAKE YOUR CLASS INTO THE OPEN

OPEN air teaching is not a practical proposition. But Mazda *Daylight* Fluorescent Lighting is now within the reach *and means* of every school.

The psychological, as well as optical, value of Mazda Fluorescent Lighting has been conclusively demonstrated in hundreds of factories during the war years and it now seems certain that in *all* buildings where numbers are gathered together for work, instruction or recreation, fluorescent lighting will ultimately be installed.

Schools will have priority in this matter; and if the lighting in the school for which you are responsible is anything less than *perfect* you are invited to write or telephone NOW to the Lighting Advisory Service for free and expert advice.

MAZDA FLUORESCENT LAMPS
LIGHTING ADVISORY SERVICE

B·T·H

The British Thomson-Houston Co. Ltd., Crown House, Aldwych, London, W.C.2
Lighting Section: Bridle Path, Watford. Telephone: Watford 5811

M.4057

Digitized by Google

latter, based upon the four cities and the Highlands, to advise as to the forms of technical activities and the distribution of the work. Each of the Regional Councils should be provided with a full time organizer and secretary with the necessary clerical staff, and in general more ample and generous financial aid should be given from the Education (Scotland) Fund. The investigations of the Committee are not yet complete, and their consideration of the problems of agricultural education is of necessity deferred, but the present Report is a short, business-like statement which will commend itself to industrialists and educationists alike.

WALES—CIRCULAR 3

THE Welsh Department of the Ministry has for many years made annual arrangements with the University Press Board for the publication of a suitable brochure in connexion with the celebration of St. David's Day in the schools. The large majority of these brochures have been short but authoritative biographies. This year, Nature Study is the subject. For many months the schools have been engaged in compiling a list of Welsh words used locally for common flora and fauna, and the vocabulary now published is the result of their combined efforts from Anglesey to Angle. The correlation of the work with Welsh literature is a valuable contribution from the Department. Care was taken throughout to avoid taking words from the dictionary. This is an example of a project by a whole nation of schools, and it is a valuable feature of the brochure that it remains unfinished, thus providing the schools with further work to do. Many of the names are eloquent of the poetical genius of the common people of Wales.

POST-YOUTH SERVICE IN WALES

THE Welsh Youth Committee's Report just issued (H.M.S.O., 4d.) is an interesting document. It asks for a generous provision for youth, including the kinds of provision which are now familiar to educationists. Its emphasis upon facilities for holidays abroad is timely. The Celt is a better traveller than the Teuton. He does not regard himself as an ambassador carrying his own institutions and mode of life about with him. His capacity to teach is not spoilt by an unreadiness to learn. The Council has also recommended that the part played by the local education authorities in the Youth movement shall not deteriorate to the level of a local paymaster. It is probably based on the assumption that, unless local government is 'real', it will not attract the young people whose training for citizenship is our concern. Moreover, the Welsh counties are not large, and they are already unduly overrun by organizers of a multitude of organizations, some of which are completely out of touch with the spirit of the Youth movement, as an attempt to co-ordinate the work of many organizations. If the local education authorities are given real power in this connexion the internecine struggles of two or three Youth organizations in several of the rural villages would be brought to an end.

YOUTH MOVEMENT IN NORTHERN IRELAND

THE Youth Movement in Northern Ireland is growing rapidly, and there are now about 40,000 young people attached to Youth organizations of various types. Of this number 4,000 belong to Youth Clubs. So great has been the recent development of youth work that the need for more leaders has become acute. Mrs. Dehra Parker, M.P., Chairman of the Youth Committee for Northern Ireland, stated in London recently that she hopes to see another 200 or 300 leaders equipped to take part in the work in the next twelve months. Special training courses for potential leaders began last month and will continue until June. Subjects will be Drama, Instrumental Music, Vocal Music, and Arts and Crafts. The Youth Committee works in the closest co-operation with the Ministry of Education, and Government grants are paid to youth organizations. Apart from training courses for leaders organized in Northern Ireland, the Youth Committee is making provision for the award of scholarships to enable prospective leaders to follow more extended courses in Great Britain.

EMPIRE AND FOREIGN NEWS

EDUCATIONAL RECONSTRUCTION IN GIBRALTAR

By JOHN PEART

NO part of the British Commonwealth is more familiar to travellers than "The Rock", even if known only as a rugged silhouette against the rising sun. Gibraltar, however, remains an enigma which long residence can hardly solve. Consider the complex population—descendants of the original Maltese and Italians (invited to colonize the fortress town by the British), the resident Spanish, the mixed races represented by the shopkeepers, the daily ebb and flow of workers from Spain, isolated from, yet crowded together with, the British administrators, professional men, the Army, the Navy, and—since 1939—the R.A.F.

Defence, with the industries subsidiary to its needs, dominates life on this over-populated, romantic wedge of rock. Isolated by geographical and cultural gulfs from Europe and from Africa, it relies for its social cohesion on devotion to the Church and loyalty to the Flag.

Educationally, the Colony is a hard nut to crack; the wealthier residents sent their children to England or France to be educated, whilst the majority were content with elementary schools accommodating 2,800 boys and girls, grant-aided by the Government to the munificent amount of £4 per annum, and 'private' schools ranging from kindergarten to secondary ages provided by the Churches, at varying fees. These institutions catered for 220 boys and 250 girls, were not open to inspection, had no scholarship scheme, and received no government aid. In 1943 the Governor appointed a representative committee to reconstruct the educational scheme, and in general their recommendations parallel the Butler Act, modified to meet the special circumstances. Accepting responsibility for "assuring a sound education", the Government proposes a separate Department of Education, with a reconstituted Board presided over by a new Officer—the Director of Education. The Board will comprise Protestant, Catholic, and Hebrew representatives, with Naval and Army members, and three Catholics nominated by the Governor.

(*Continued on page* 186)

Digitized by Google

Radio Education to be "laid on" like water or gas?

AT present only one-third of the schools in England are able to make use of the B.B.C. broadcasts.

But if the plans of radio engineers for post-war development are realized, all this will be changed. Every school will be able to use radio to bring men, women, and children of all nationalities, and representatives of all trades, professions and arts, into the schoolroom.

Many schools in Britain are already connected by Rediffusion to the B.B.C. studios. They receive their broadcasts through special lines, which first pass through the Rediffusion control room, where any imperfections are removed, and are then relayed by wire to the school itself. There, a simple two-way switch and carefully placed loud-speakers complete the equipment.

The advantages of the system are readily apparent. Many of the broadcasts aim at taking the children through time and space on the magic carpet of radio, and give a greater reality to hundreds of subjects than any text-book can hope to do.

True-to-life reproduction

The whole success of the broadcast depends on the feeling of reality produced in the students' minds. Once this reality is lost, most of the advantages have gone and there can be no quicker way of losing it than through bad reception. Unless the reproduction in the classroom is equal to the production in the studio, most of the effort has been wasted.

The only way of making certain that no distortion or electrical interference will mar the programme is to be connected direct to the studio by private wire. Rediffusion engineers have had many years experience in the correct placing and tone of their loud-speakers, and once they are installed, the school is certain of trouble-free and precise reproduction of the studio performance.

REDIFFUSION

BROADCAST RELAY SERVICES LTD.

VICTORIA STATION HOUSE, VICTORIA ST., LONDON, S.W.1

operates in the following areas

BANGOR (CO. DOWN), BARGOED, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

Since 85 per cent. of the inhabitants are Roman Catholics, that Church is asked to provide for girls' secondary education (grant-aided), whilst the Government would be responsible for all nursery, primary, and certain post-primary education. The thorny question of boys' secondary schooling is left for further discussion.

Technical education would be provided by an enlarged Dockyard school and a Government scheme of indentured apprenticeships. Compulsory education up to 16 will be met in the latter case by continuation classes. Scholarships from primary to secondary school, and from secondary school to training colleges or universities in Great Britain, will be offered by the Government.

In view of the extremely limited facilities for games and sport, the committee wisely recommends Government support to the Cadet, Scout, and Guide movements—" they had taken firm hold on popular imagination before the war ". An interesting proposal is to send " twenty deserving children " for an educational holiday in England every summer.

Adult education appears to intimidate the committee: it must know—as West London, and Londonderry, have learned—the crying need of a broad, practical, and attractive solution of this problem, especially in the case of returning evacuees. Yet it is content to leave it to the British Council, which cannot be expected to have a deep knowledge of the lives, the needs, the unexpressed aspirations of " the people ".

It is gratifying to find the Government so resolved on improvements that will " ensure that the future generation shall be British in something more than name, and shall share equally with other members of the great family of British people all that the English language, culture, and tradition have to offer them ".

Brave words spoken none too soon in a Colony which has had no educational ladder, no technical education, no post-school education; a Colony in which only two-thirds of the people speak English, and many of those without " real fluency ": a Colony that paid its teachers a maximum salary of £90 per annum! Gibraltar has been a British Colony since 1704, and its people have proved, in the past as in these war years, deserving of the best: we wish Dr. Howes and his new department every success in the fulfilment of the Clifford proposals.

COLUMBIA UNIVERSITY

THE Report of the President of Columbia University (Dr. Nicholas Murray Butler) for 1944 is a record of great activity. There has been complete co-operation with the Government of the United States in all possible ways in order to aid in the prosecution of the war. Five hundred members of the staff have, at one time or another, been on leave of absence either for service with the armed Forces or for work on civilian defence. The University has made a long series of contracts with the Government for specific undertakings in the field of research in such matters as medicine and surgery, chemistry, physics, and engineering, as well as in education, housing, and rationing of the armed Forces and of certain civilians. The steady decline in the study of foreign languages in American secondary schools has been a matter of deep concern, for this strikes at the very roots of a liberal education. Dr. Butler ends by saying that the outstanding problem of the present day is what sort of a world is to follow that which has been wrecked by years of cruel and destructive war. Is mankind intelligent and moral enough not only to become civilized, but also to remain so? We must look forward with hope, but that hope will itself be hopeless unless based on and supported by courage and determination that the world of to-morrow shall be rebuilt upon a moral foundation.

TURKEY

AN exhibition of photographs and other material dealing with British Educational Institutions, arranged by the British Council at Samsun, Turkey, recently, was attended during the nine days it was open by 4,000 people, rather over 10 per cent. of the population of the town. A new school to be built there is to be modelled on one of the exhibits.

. . . . . .

M. Turgut Erem, the first Educational Attaché to be appointed to the Turkish Embassy in this country, has arrived in London to take up his duties. He will act as Inspector of Turkish Students, of whom there are now about 100 here, including eighteen holders of scholarships awarded by the British Council, with which M. Erem will be in close touch. They are studying a wide range of mainly technical subjects.

EDUCATIONAL MEETINGS

THE sixteenth meeting of *The Conference of Allied Ministers of Education* was held at the offices of the Ministry of Education on March 7 under the chairmanship of the Rt. Hon. R. A. Butler, M.P. The Belgian Minister of Education, Monsieur Buisseret, made a special visit to London in order to attend.

The chairman stated that since the last meeting of the Conference considerable progress had been made towards the establishment of a United Nations organization for educational and cultural reconstruction. He hoped to be able to announce at the next meeting of the Conference in a month's time that it would be possible, after the San Francisco meetings, to make proposals for the final constitution of the new organization.

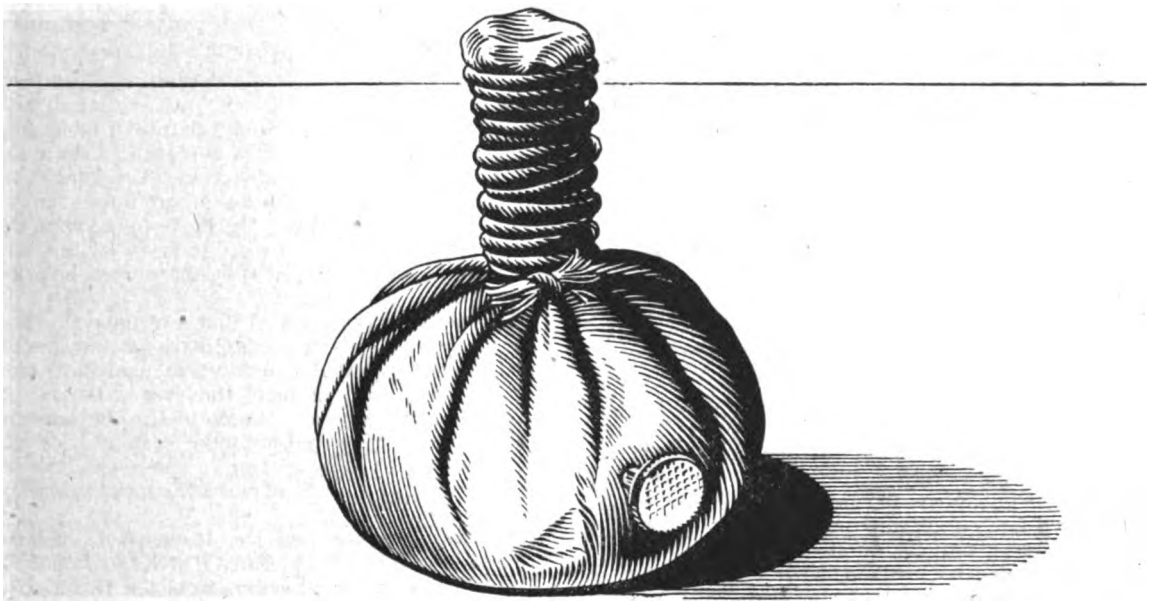
The Belgian Minister presented a statement to the Conference stressing the difficult position which had resulted from the Nazis' forceful educational propaganda among teachers and in schools, especially in the small, mainly German-speaking, areas of Belgium which in the course of the occupation had been annexed to Germany. It was pointed out that similar problems might arise in other countries which had suffered occupation. The Conference decided to consider urgently the recommendations contained in the statement, and agreed to appoint a small subcommittee to study the methods of re-education to be adopted and the question of the provision of the necessary materials and equipment. The existing Commissions of the Conference were asked to collaborate in this work, and the chairman urged that a first report should be presented to the Executive Bureau of the Conference at its meeting on March 14.

The Conference was informed that a new Commission had been formed " to collect information from liberated countries and elsewhere about the

(Continued on page 188)

Digitized by Google

A century ago Winsor & Newton packed their artists' colours like this...



Artists' colours in skin bags! Just ordinary tin-tacks were used to pierce them when the colour was required and to seal them after use. Seems strange in a world so familiar with the convenient collapsible tube of today. But those old skin bags did their job well, as did the colour they held. Since then Winsor & Newton's artists' colours and materials have benefited by over a century of research and experience. The result is that today, when you ask for "Winsor & Newton's", you know you're getting the best that money can buy.

Winsor & Newton Ltd. Wealdstone, Harrow, Middlesex
Winsor & Newton Inc. 31 Union Square West, New York 3
Winsor & Newton (Pty) Ltd. 605 Wingello House, Sydney, N.S.W

Digitized by Google

educational needs of, and the work being done for, children and young people requiring special educational treatment; to make the necessary contacts with other bodies engaged on similar activities; and to make recommendations to the Conference as to how the information can best be made available and assistance given if desired to the Allied Governments". Mr. J. A. Lauwerys has been appointed to direct the inquiry and will have his headquarters at 3–5 Salisbury Square, E.C. 4.

The Conference adopted the following resolution, and decided that it should be communicated to the Allied Governments through their delegations: "The Conference of Allied Ministers of Education, having considered reports from liberated territory, record their unanimous view that the need for the supply of raw material for educational purposes, and in particular for school books, is of paramount importance. Unless such supplies are made available the Conference believes that the resumption of educational activities will be greatly delayed and additional hardship for the children, students and parents in liberated territories will result."

A CONFERENCE of *The New Education Fellowship* on "Nationalism and Internationalism in Education" was held at the City Literary Institute, London, on February 24. Dr. Jiri F. Vranek (Czechoslovak Education Office) took the chair at the morning session. The speakers were Professor David Mitrany (Princeton, New Jersey) and Mr. J. A. Lauwerys (Reader in Education at London University). They brought to the notice of the conference matters relating to the new international organizations and suggested how young people might be prepared for citizenship in a fully international world. In the afternoon questions on details of the greater problem were discussed by a symposium of speakers from many different countries, with Squadron Leader A. K. C. Ottaway in the chair. At the last session Mr. Wyatt T. R. Rawson summed up, with Mr. David Jordan taking the chair.

Prof. Mitrany drew attention to the need for reconciling two contemporary trends: the first, the rise of nationality, which had split the world into cultural groups; the second which was bringing the world to a state of material unity because of modern industrial technique and improved communications.

Mr Lauwerys emphasized the inter-dependence of individuals and the institutions they formed; social or political reform had to be brought about at both levels simultaneously. It would be the task of educationists to direct "patriotic" energy along lines of cultural development by showing that military power and territorial acquisition were not the only ways of expressing national greatness. It was for schools to help children extend the range of their sympathetic understanding and imagination, until they recognized that the welfare of all nations was a condition for the welfare of each. This education for world democracy could be encouraged by visits abroad, by a study of foreign cultures and existing international organizations, by learning of problems common to all nations. Anything intensifying religious or national hatred was to be avoided, as much in the general organization of the school as in particular lessons.

A CONFERENCE on "To-morrow's Secondary Schools" was held by *The Fabian Society* at the Conway Hall, London, on March 10. Lady Simon (chairman) opened the conference by introducing Dr. F. M. Earle, Headmaster, Kirkcaldy High School, author of *Reconstruction in the Secondary School*.

Speaking on "Pros and Cons of the Multilateral School", Dr. Earle said that the multilateral idea was the first attempt which had been made to cater for the enormously wide diversity of temperament and ability apparent in the school-age population. Since the Secondary Education Act of 1902, there had been an excessive emphasis on the academic type of education, but there was now a growing sense of the necessity for giving each child the education for which it was most suited. The development of mental testing was making it simpler to recognize special aptitudes which might otherwise remain latent.

Objections to the multilateral school came from both parents and teachers. Parents still prefer to send their children to a "select" rather than a mixed school, fearing that they might acquire a bad accent and crude manners. There is evidence to show that this is a very far-fetched objection. Teachers dislike the multilateral idea because of an innate conservatism; in his own school, Dr. Earle found that they took at least two years to get used to it, but were eventually won over when they discovered how well it worked.

It has frequently been said that multilateral schools meant a lower standard in examination achievements, but Dr. Earle quoted comparative figures to show that this was not, in fact, the case. In refuting objections made on the grounds of size, he said that by adequate staffing and a proper system of departmental heads a school of from 1,200–1,500, the size of his own school, made a perfectly satisfactory and workable unit.

The next speaker was Dr. Kenneth L. Heaton, formerly Director of the Bureau of Educational Research, Michigan, on "Lessons from the U.S.A. High School". He began with a brief outline of the development of small community schools in the Middle West during the last century. Right up to the present there has been a strong feeling in favour of local effort rather than central control. There were a number of important issues in U.S. Education to-day: (1) Domination of High Schools by the Universities. Students were being educated to college requirements when only 15 per cent entered college. (2) A reshaping of curricula was necessary in order to give an education relevant to conditions of contemporary social living. (3) A new pattern for university preparation should be evolved. Graduates of high schools which prepared pupils by their own methods, rather than those laid down by universities, frequently did better in their college career; this had been verified by experiments. (4) More efficient and economical methods of teaching are necessary to meet changing conditions. There are many new demands on teachers, and it is vital to have some means of studying professional problems. (5) Another essential to maintain a high level of instruction is to make refresher courses available for teachers at frequent intervals.

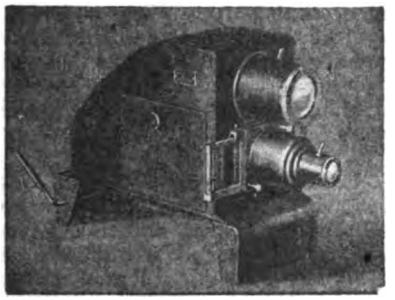
Miss Marjorie Wise, speaking on "The Modern School Child', gave an account of her experience as headmistress, Cambell Senior Girls' School, Dagenham. She made a special plea for the duller child who, given adequate opportunities and training, can become a useful citizen, instead of being pushed down by neglect and lack of understanding towards the mentally defective class. The influence of bad home conditions on the child's ability to learn

(Continued on page 190)

Digitized by Google

NEWTON & CO. LTD.

(Established over 200 years)



Your class may be bright

The Outstanding Brilliance of the NEWTON EPIDIASCOPE

will help them

Telephone: WELbeck 4131 (2 lines)

72 Wigmore Street London, W. 1

Telegrams: "Newtobar Phone London"

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

LIFE & PROGRESS HISTORIES

by

M. W. KEATINGE, M.A., D.Sc.,
D. G. PERRY, B.A., and
R. M. S. PASLEY, M.A.

An outstanding series describing the life and progress of the British people rather than the purely political and military history of the country. European history, so far as it affects the people of Britain, finds a place in each of the books. The illustrations and maps form an integral part of the text and share its originality and attractiveness.

ANCIENT HISTORY
To 476 A.D., Book I. 3s. 6d.
"The book . . . is interestingly written, well illustrated, and admirably adapted to fulfil its purpose."—*History.*

MIDDLE AGES IN ENGLAND
To 1485, Book II. 3s. 6d.
"It is distinguished . . . by an uncommonly full treatment of social and economic questions."—*The Journal of Education.*

★ENGLAND UNDER THE TUDORS AND STUARTS
1485–1688, Book III. 4s.
1485–1714, Book IIIa. 4s. 6d.
"An acceptable addition to a series of considerable merit . . . it contains the material necessary for the School Certificate."—*The A.M.A.*

★BRITAIN IN THE EIGHTEENTH CENTURY
1688–1815, Book IV. 4s. 6d.
1714–1815, Book IVa. 4s.
"One delights in finding a history book dealing with the salient points of history—in a simple, direct manner, with no padding."—*Scottish Educational Journal.*

★MODERN BRITISH HISTORY
1815–1936. 6s.
"While no aspect of the subject has been neglected, particular attention has been paid to such matters as Central and Local Government, Science and Industry, the Development of the Dominions and the rise of the Labour Movement. —*The A.M.A.*

Also available as

★BRITISH HISTORY
1485–1815. 8s.
1688–1936. 10s. 6d.

★ *To School Certificate Standard*

★

A. & C. BLACK, LTD
4 SOHO SQUARE, LONDON, W. 1

Digitized by Google

was a matter of supreme importance. Bad housing conditions, inadequate food, and insufficient sleep are all contributing factors in retarding mental development.

In her school she has a three year course in Social Studies, grouping together history, geography, economics and ethics, and finds many of the children show great interest and considerable ability in grouping these subjects. There is also a course in handcrafts, at which it is popularly believed that duller children may succeed better than the brighter ones. She found that this is not so, but that the measure of success which the dull ones can achieve gives them a means of expression and a slight increase in self assurance. It is a pity there is not a great deal more time available for other activities—dramatics, folk dancing, sketching clubs, choirs, &c. In a multilateral school all branches could share in these groups,

Mr. E. G. Savage, in opening the discussion, deplored the use of the term 'multilateral'—in London 'comprehensive' is used instead, and probably 'omnibus' would be the most appropriate adjective. He mentioned that 'mass education' was sometimes used in the same derogatory sense as mass production, but pointed out that good mass production was in no way inferior to good craftsmanship. The importance of a vigorous sixth form was indicated, and he remarked that this was not usually attained except in a three form entry grammar school. No valid objections can be made on the grounds of size—the bigger the school the bigger the number of possible alternative courses suited to the age, aptitude and ability of the child. The staffing ratio would be that which at present obtains in secondary schools—not more than thirty per class in the 11-plus groups. The division in separate streams for different types of education cannot be done at the age of 11-plus, as the child is too immature to be capable of deciding and special aptitudes have not become evident. The first year should be diagnostic, the second would initiate the sorting-out process, and the division would not be final until the third year.

A large number of teachers and representatives of educational organizations took part in the discussion which followed, and a great variety of points were raised. In objection to Mr. Savage's use of the illustration of mass production it was pointed out that in mass production a standardized raw material is used which cannot be said of education. One speaker mentioned that some children are interested in the subject for its own sake and some in the application of the subject to living conditions.

Another speaker thought that age groups under the American system were better than ours, *i.e.* Junior High Schools from 12–15 giving general education according to ability and Senior High Schools 15–18 in which special aptitudes were catered for. A parent spoke, "on behalf of those who supply the raw material for education" and urged that there should be more co-operation between parents and teachers.

FROM January 6 to 10 *The Church Missionary Society* held a well-attended conference for secondary school masters and mistresses on the subject of "Christians and World Education". It proved especially valuable as affording an opportunity for educationists from overseas and at home to discover and to accumulate experience upon subjects of common concern, such as the relation of Christian education to State systems of education in Christian and non-Christian lands, the relationship of school to community, and the Christian contribution to the training of teachers. Mr. Derek Wigram, of Bryanston School, presided over the discussions. Mr. Wigram read a message of good wishes from the Minister of Education at the opening of the conference.

Among the lectures Mr. L. J. Lewis's plea for the education of the African in relation to his community life was especially noteworthy, coming from one who has experience of teacher-training in Africa and who is now on the staff of the Colonial Department of the Institute of Education. Miss Mable Shaw illustrated the attempt to provide a really sound indigenous education, from her experience at Mbershi in Northern Rhodesia.

Other sessions dealt with problems in India and China, and were led by the Rev. and Mrs. C. S. Milford (formerly of St. Paul's College, Calcutta) and by Archdeacon Allen, recently returned from Chungking.

A series of talks on "Christianity the Key to Life", given by the Rector of St. Aldgate's Church, acted as a guiding thread throughout the programme.

By the unanimous desire of those present it is hoped that this will be the first of several conferences for the sharing of experience between those abroad and at home.

PERSONAL NOTES

THE RT. HON. ANTHONY EDEN, Foreign Secretary, has been appointed Chancellor of Birmingham University in succession to Lord Cecil of Chelwood.

* * *

Miss Helen Darbishire, Principal of Somerville College, is retiring on July 31, and will be succeeded by Dr. Janet Vaughan, medical officer in charge of the North-west London Blood Supply Depot for the Medical Research Council. She was a member of the Inter-Departmental Committee on Medical Schools in 1942, and is now a member of the Royal Commission on Equal Pay and of the body appointed by the Government to investigate public health in India.

* * *

A Committee is being formed to promote the candidature for the University of London at the General Election of Mrs. Mary Stocks as an Independent Progressive candidate. Mrs. Stocks has been connected with the University of London as a student and graduate, a lecturer on the staff of two of its Colleges (London School of Economics and Political Science, and King's College for Household and Social Science), and as Principal of Westfield College for the last five years, being in this capacity a Member of the Senate. She has a distinguished record of public work, both voluntary, in connexion with the Manchester University Settlement and the Workers' Educational Association, and official, as a member of the Markham Committee on Condition of Women in the Services, of the Departmental Committee on Persistent Offenders, of the Royal Commission on Lotteries and Betting, and of the

(*Continued on page* 192)

Digitized by Google

OXFORD BOOKS

HIGHER ALGEBRA FOR SCHOOLS

By W. L. FERRAR, Fellow of Hertford College, Oxford.

Pp. 280, with 25 text-figures. **12s. 6d.** net.

This book was written primarily for two classes of readers: (i) young mathematicians who have passed the stage roughly indicated by "School Certificate with additional mathematics", and who are just beginning their more advanced work; (ii) young scientists, at the same stage, who are beginning a composite course in mathematics and science. CONTENTS: Constants; Variables; Functions. Polynomials: General Theory and Equations; Quadratic Forms; Polynomials: Graphs; Product of factors: The Binomial Theorem; Polynomials in more than one variable; Rational functions: General Theory and Graphs; The Binomial Theorem for any index; The exponential and Logarithmic functions; Mathematical induction; Linear equations and determinants; Further properties of determinants.

Some other Mathematics Books:

ALGEBRA. A text-book of determinants, matrices and algebraic forms. By W. L. FERRAR. For advanced students. **12s. 6d.** net.

A TEXT-BOOK OF CONVERGENCE. By W. L. FERRAR. **10s. 6d.** net.

FIRST COURSE IN DIFFERENTIAL EQUATIONS. By N. MILLER. **7s. 6d.** net.

ELEMENTARY CALCULUS. By G. W. CAUNT. For Sixth Forms. **7s. 6d.**

INTRODUCTION TO THE INFINITESIMAL CALCULUS. By G. W. CAUNT. For scholarship candidates and advanced students. **15s.**

INTRODUCTION TO PROJECTIVE GEOMETRY. By C. W. O'HARA and D. R. WARD. **15s.** net.

ELEMENTARY ANALYTICAL CONICS. By J. H. SHACKLETON BAILEY. For Higher Certificate and Scholarship work. **7s. 6d.**

MATHEMATICS FOR STUDENTS OF TECHNOLOGY. (Junior Course.) By L. B. BENNY. First Year, **2s. 3d.** Second Year, **2s. 3d.** Complete, **4s.**

MATHEMATICS FOR STUDENTS OF TECHNOLOGY. (Senior Course.) By L. B. BENNY. Part I, **5s.** Part II, **6s.** Complete, **10s. 6d.**

OXFORD UNIVERSITY PRESS

Digitized by Google

Unemployment Insurance Statutory Committee since its beginning. Her candidature is supported by prominent graduates representative of all shades of progressive opinion in the University. The Chairman of the Adoption Committee is Sir William Beveridge, a former Vice-Chancellor of the University and a Member of the Senate.

* * *

Mr. A. R. Chorlton, Deputy Education Officer of Hertfordshire, has been appointed Director of Education of Oxfordshire, in succession to Mr. T. O. Willson.

* * *

Mr. D. Forbes Mackintosh has been appointed Headmaster of Loretto School. After leaving Oriel College, Oxford, Mr. Mackintosh studied English Literature at the Graduate College, Princeton, and has since been a master at Clifton College.

* * *

The Board of Directors of the Edinburgh Academy have appointed Mr. C. M. E. Seaman, at present a Master at Rugby School, as Rector in succession to Mr. A. L. F. Smith, who is retiring. The new Rector will start his duties in October 1945.

* * *

The Governors of Chorleywood College, the public school for girls with little or no sight, have appointed Miss Dorothy A. McHugh, B.A., M.Sc., to be the new headmistress. She will take the place of Miss Phyllis Monk, who has held the post since the school's foundation twenty-four years ago. Miss McHugh was educated at Trinity College, Dublin, and at the Cambridge Training College. She holds the University of London Diploma of Theology and the Cambridge Higher Diploma in Education.

* * *

We regret to report the death on February 14 at the age of 73 of Mr. Joseph William Knipe, Founder and Principal of Wolsey Hall, Oxford. The College which he founded in Bristol in 1894 as Diploma Correspondence College, with six students, was moved to Oxford in 1906, and renamed Wolsey Hall. Since then its growth has been steady and consistent. It now has a staff of sixty graduate tutors, and annually prepares some thousands of students for a wide range of educational examinations. In 1944 the College enrolled more students than in any year during its existence. Mr. J. W. Knipe is succeeded as Principal of Wolsey Hall by the Vice-Principal, his brother, Mr. Percy R. Knipe (Cheltenham, 1899–1901), who has been actively associated with the work of the College for the past forty years.

* * *

We regret also to report the death of Mr. William Rice who served for many years as publisher and advertising manager of *The Journal of Education*. He retired on September 1, 1939, and in June of that year had completed his fifty-seventh year of association with *The Journal*. During the whole of this period he maintained the happiest relations both with the five editors with whom he worked and with the publishing firms.

TOPICS AND EVENTS

London County Council.—The Education Committee has considered the question of preparatory departments in aided secondary schools, and suggests that the governors of these schools should be asked to achieve the complete elimination of these departments by progressive annual stages so that no department would be continued for a longer period than is necessary to work out the pupils who may be therein on April 1, 1945. This can be effected by the annual raising by at least one year, beginning in September, 1945, of the minimum age of admission.

In connexion with plans for implementing the provisions of the Education Act, it has been decided that the question of accommodating both boys and girls in one comprehensive high school must be considered on the merits of each case, and that, subject to the views of the Finance Committee, the plan should not provide for two comprehensive high schools on one site.

Students resident in London are to be admitted free of charge to the day continuation schools.

The selection of pupils for different types of secondary schools is so difficult a problem that all that can be proposed at present is a tentative scheme for 1945.

The inspection of all types of school in London by H.M. Inspectors will be resumed from April 1, 1945.

Local Government Exhibition.—An exhibition designed to show the people of Britain—and especially the ten million who, next November, will have an opportunity for the first time in their lives to vote in a municipal election—what they get for their rates was opened at County Hall, home of the L.C.C., on March 14 by the Minister of Health, Mr. H. U. Willink, K.C., M.P. Prepared by the National Association of Local Government Officers, which has collected material for it from all over the country, the exhibition demonstrates in vivid action-pictures and diagrams the wide range and importance of local government activity to-day. Taking the citizen behind the scenes at the Town Hall, it shows how a local authority works and what it does. He will see schools, clinics, and hospitals in action; how water gets into the tap and electricity into the lamp; how, between the wars, millions of new houses replaced the slums; how local government cares for the sick, the blind, the orphaned, and the mentally afflicted. In addition to such familiar local government services as those of housing, education, road-making, and sewage disposal, the exhibition displays many less known ones—the weights and measures inspector testing scales and petrol pumps, the sanitary inspector sampling milk, the analyst assessing the purity of food and drugs, the smoke inspector reporting on a smoky chimney, and the surveyor turning a rubbish dump into a park. Big coloured diagrams show how local government has developed during the past 100 years, the many benefits it has brought, how the individual citizen himself operates it with his vote, and what it all costs—free libraries for a farthing a week, free clinics for a halfpenny, dustbins emptied and streets kept clean for a penny, and the whole of the education services for 11d.—less than he spends on dog racing and football pools.

The exhibition has now gone on a provincial tour. In addition, more than 200 copies of it have been acquired by the educational services of the Navy, Army, and R.A.F., to be shown in ships, camps, and

(*Continued on page 194*)

Digitized by Google

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

The Royal Dental Hospital of London
SCHOOL OF DENTAL SURGERY
(UNIVERSITY OF LONDON)

LEICESTER SQUARE, LONDON, W.C. 2

Men and Women Students are admitted for the Curriculum for the B.D.S. Degree and the L.D.S. Diploma in January, May and October

HOSPITAL PRACTICE. The School is furnished with modern equipment, and the Clinic of the Hospital is unrivalled. Students may attend the operations in the In-Patient Department, and chair-side instruction is given in Advanced Operative Technique and Orthodontics.

DENTAL PROSTHETICS. The Mechanical Laboratory is a spacious and fully equipped department, under the direction of the Lecturer in Prosthetics.

HOUSE APPOINTMENTS. Six Senior House Surgeons and fifteen ordinary House Surgeons are appointed every year.

SCHOLARSHIPS. A number of Scholarships, Bursaries and Prizes are awarded annually, including an open Entrance Scholarship of £50.

Applications for further particulars and School Calendar are invited by the DEAN.

'Of great educational value.' 'The interest it created was exceptional.' 'Bound to help the social education of boys and staff.'

These are a few of the comments, shown to us by the Ministry of Fuel and Power, on Gas Industry films and lectures presented to the Ministry for distribution to schools in collaboration with the Board of Education.

Documentary films sponsored by the Gas Industry are seen by thousands of people each week. They are used by schools, colleges, and hospitals, by the Army, Navy, R.A.F. and Civil Defence Services. They have been sent as far afield as Australia, South Africa and Palestine. They form an up-to-date and inexpensive library of really first-class documentaries, available at any time to approved borrowers.

Ask your local gas undertaking for a complete list of films, or post the coupon as soon as possible.

CUT OUT THIS COUPON AND POST IT TO:

The Secretary, British Gas Council, 1 Grosvenor Place, London, S.W. 1. Please send, without obligation, particulars of your Documentary Films and booking form.

NAME .....

ADDRESS .....

F8

Digitized by Google

air stations throughout the world, while the British Council is sending copies to foreign countries to show them British local democracy in action.

Carnegie United Kingdom Trust.—The Annual Meeting of the C.U.K.T. was held at Edinburgh on March 9. Lord Elgin, in presenting the Annual Report, remarked that the work of the past five years had been in the main that of consolidation, and had thus been concentrated upon the development or support of activities which were immediately possible. Now that the war in Europe was nearing its conclusion, they felt justified in resuming, from January 1, 1946, the quinquennial system of planning which had been in abeyance. They proposed to allocate £150,000 for the further development of Music and Drama, £100,000 for the provision of Village Halls, £40,000 for the equipment of Youth Hostels, and £30,000 for the development of local Museum Services. During the past year the largest block of expenditure was on Youth Services, including Club Equipment Grants and Youth Hostels. The system of County Music Committees is being extended and will shortly cover the whole country; musical organizers have done excellent work. Many war emergency grants have been given to a number of institutions to enable them to keep their heads above water. The endowment income amounted to £122,801, and the expenditure to £80,366. The accumulated fund now amounts to £354,483.

Fire Precautions in Schools.—The new and revised edition of the Home Office booklet on *Fire Precautions in Schools* (H.M. Stationery Office, price 1s. net), prepared by Lieut.-Colonel Guy Symonds, Fire Adviser to the Home Office, conveys useful and detailed instructions which should enable any one to meet the emergencies described with calmness and confidence. Among the points to which special attention is devoted are the matter of exits; organization of an effective fire routine; smoke-stop doors; portable means of escape; and model rules for a fire party. All schools, residential homes, and similar institutions should make a point of procuring a copy.

Amy Johnson Memorial Scholarship. — The memory of Miss Amy Johnson, famous British pilot and accomplished aircraft engineer, is to be perpetuated by the annual award of a new scholarship by the Society of British Aircraft Constructors. Associated with the scholarship is the Women's Engineering Society, an organization with which Amy Johnson had close ties. For more than nine years, S.B.A.C. scholarships have been awarded to boy apprentices in the industry who show outstanding aptitude and promise, but whose circumstances prevent them from enjoying the benefits of advanced and extended training. They guarantee a wage which relieves parents or guardians of financial obligations, and provide a standard of theoretical and practical training leading to Associate Fellowship or Membership of the Royal Aeronautical Society—the foundation stone of a successful career in aeronautical engineering. The "Amy Johnson" scholarships will follow the general pattern of the older scholarships, and will differ only in that the holders will be women. By their introduction women will now have some of the highest appointments in the industry thrown open.

The Institution of Electrical Engineers. — The Council of the Institution of Electrical Engineers will this year consider the award of three research scholarships and grants, and seven scholarships for undergraduates and students to attend universities and technical colleges. These awards will be made subject to the regulations laid down by the Ministry of Labour and National Service regarding the candidates' ages at the commencement of their courses. Full particulars of the above scholarships, and nomination forms, may be obtained from the Secretary, The Institution of Electrical Engineers, Savoy Place, Victoria Embankment, London, W.C. 2. The closing date for receiving applications is April 15, 1945, and the awards will be made towards the end of June.

Exhibition—"A World of Plenty."—"What do we need to know about the world to-day in order to understand and fulfil our duties as citizens?" This question was put to seventy-two children (boys and girls aged 11 to 14) of the Junior Art Department, Sheffield College of Arts and Crafts. The ensuing discussion proved sufficiently interesting to lead to a full investigation of the question. By arrangement with the Sheffield Education Committee, the work produced by these children during the course of this investigation is on view at the National Gallery of Scotland, Edinburgh, until April 28.

Council for Education in Appreciation of Physical Environment.—The first annual report lays stress on the necessity of making our towns and villages good places to look upon, to live in, and to work in. Factories and houses must be well designed, with good furniture and fittings. All this must depend upon the standard of popular appreciation. The Council, in a deputation to the Board of Education, urged that appreciation could be taught not merely to the few in specialized classes but, without any addition to the curriculum, in the normal course of subjects such as drawing, history, geography, mathematics, handwork, and projects. The deputation was sympathetically received and invited to submit evidence to the Norwood Committee. Many associations, educational and other, have become constituent societies and have appointed representatives. Various leaflets have been issued, *e.g.* a book list for the use of teachers, a syllabus for a course of lectures, suggestions for school exhibitions, and a film list.

English New Education Conference. — The E.N.E.F. is holding a day conference on Wednesday, April 4, at the City Literary Institute, London. The chairman, Miss C. Fletcher, will give a talk in the morning on "New Perspectives in Education". A general discussion on the work of the E.N.E.F. will take place in the afternoon. For a detailed programme, application should be made to the E.N.E.F., 74 Earlham Road, Norwich.

Society for Education in Art.—A Brains Trust on "Children's Art and Art for Children" is to be held at the National Gallery on Thursday, April 5, at 3 p.m. Full details may be had from the Society for Education in Art, 2 Manchester Square, London, W. 1.

Communist Party.—A Memorandum issued by the Education Advisory Committee of the Communist Party puts in a strong plea for the multilateral school, and answers many of the objections sometimes raised to this type of organization (16 King Street, W.C. 2, price 2d.). (*Continued on page 196*)

Digitized by Google

SHORTHAND IN SECONDARY SCHOOLS

is often an unsatisfactory subject, in which meagre results are obtained, because only a very

LIMITED TIME

can be devoted to the study, and because of the complexity and difficulty of the system taught. The first condition cannot easily be changed; it is easier to change the second by adopting a

SIMPLER SYSTEM

By the introduction of Gregg Shorthand, so much economy of effort is effected that a really useful stage of proficiency is attained by the pupils within the restricted time available. Not only is Gregg Shorthand easy for the pupils to learn; it is also easy for the teacher to learn with the object of teaching the subject. In this connexion we offer practical service by means of our Teachers' FREE Course of Postal Lessons, particulars of which will be sent on request.

GREGG

PUBLISHING CO. LTD.
51 RUSSELL SQUARE, LONDON, W.C. 1

Just Published

Worked Examples in Electrotechnology

W. T. PRATT
B.Sc., A.C.G.I., D.I.C., A.M.I.E.E.

This collection of over 200 worked examples in Electrotechnology will be of considerable assistance to students who intend to sit for the Preliminary and Intermediate Grade Examinations of the City and Guilds in Electrical Engineering Practice.
Illustrated. 12s. 6d.

Reprint Now Ready

The Impact and Value of Science

DOUGLAS W. HILL, D.Sc.

This book is both a plea and a challenge; a plea for more and more science and a challenge to try the method of science. Every man a scientist and every scientist a useful citizen is the theme. 7s. 6d.

HUTCHINSON'S

Scientific and Technical Publications
47 Princes Gate, S.W.7

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES: SCHOOL SECRETARIES
LADY MATRONS: HOUSEKEEPERS: LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT
Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* REGent 2803
CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W.1

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 9/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C.1

FOYLES

FOR BOOKS

Large Stocks of Educational Books
119-125 CHARING CROSS RD., LONDON, W.C.2
Telephone: GERrard 5660 (16 lines) Open 9-6 including Saturday

University of St. Andrews

UNITED COLLEGE

SEVEN RESIDENTIAL ENTRANCE SCHOLARSHIPS OF £100 and ENTRANCE BURSARIES will be competed for at an Examination beginning June 6, 1945. Entries due May 2.

Four Harkness Residential Entrance Scholarships of £100 each, one Bruce Residential Entrance Scholarship of £100, one Patrick Hamilton Residential Entrance Scholarship of £100 and one City of Dundee Residential Entrance Scholarship of £100.

Five Bursaries of £50 each for four years. Three Bursaries of £40 each for four or five years. Two Bursaries of £35 for three years. Three Bursaries of £30 each for three, four and five years, and seven Bursaries of smaller amounts (ranging from £25 to £14.) Some of the Bursaries are open to Women. There are many Bursaries in private patronage and several Scholarships for Research or Advanced Study.

DEGREES AND DIPLOMAS.—M.A. (inclusive fee for curricula: Ordinary Degree, £59 17s.; Honours Degree, £79 16s.); B.Sc., Pure Science (inclusive fee: Ordinary Degree, £119 14s.; Honours Degree, £133 7s.); Engineering (inclusive fee: Ordinary Degree or Honours Degree, £119 14s.); M.B., Ch.B. (inclusive fee: £192); B.D.S. (inclusive fee, £140); B.L. (inclusive fee, £44 2s.); B.Phil., B.Litt., Ph.D., D.Sc., D.Litt., M.D., Ch.M., M.D.S., D.P.H., L.D.S.

RESIDENCE HALLS.—St. Salvator's Hall, and The Swallowgate (for Men Students): Residence fee for three-term Session, from £63 University Hall, Kinnessburn, McIntosh Hall, &c. (for Women Students): Residence fee for three-term Session, £66. William Low Residence for Medical Students (Dundee): Residence fee for three-term Session, £67.

Particulars of the entrance qualifications, curricula for Degrees, conditions of competition for Bursaries (or Scholarships), prospectuses of Residence Halls, &c., on application to

THE SECRETARY,
The University, St. Andrews, Scotland.

Digitized by Google

Ling Physical Education Association. — The Ling Physical Education Association are holding their annual Easter Holiday Course at St. Paul's Girls' School, Hammersmith, from Thursday, April 5, to Wednesday, April 11, 1945. Full details may be had on application to Miss Bronwen Lloyd-Williams, L.P.E.A., Hamilton House, Bidborough Street, London, W.C. 1.

Ministry of Education Publications.—

Circulars :

No. 25 (Circular 1 of the Ministry or Agriculture and Fisheries) refers to the new arrangements for the provision of agricultural education which came into operation under the Education Act, 1944. The provision of higher agricultural education will continue to be the function of University Departments of Agriculture and Agricultural Colleges, and the provision of agricultural education at the Farm Institute level and below will continue to be the function of local authorities. Provision for agricultural education made by local authorities will come under the education committees of the authorities, instead of the agricultural committees. The circular stresses the need for the inclusion on County Education Committees of persons with practical experience of agriculture.

No. 26 refers to Draft Regulations governing Financial Aid to Students which come into force on April 1, 1945. Special expenses may be paid covering (1) the purchase of school uniforms ; (2) expenses of children attending camps and other organized activities outside the ordinary school curriculum ; (3) expenses entailed by membership of school clubs and societies conducted outside school hours. Maintenance allowances may be paid to any pupil over the compulsory school age attending school or place of further education. The Minister suggests that local education authorities, particularly those in the same regional areas, should consult with a view to the adoption of similar income scales and amounts of awards. The Minister will approve scales which provide the maximum award where the net income does not exceed £600 a year, the amount tapering to an honorary one when the net income reached £1,500 a year. An allowance may be made of £50 each in respect of other dependent children and of their educational expenses. An allowance up to £175 a year is suggested for an award held at Oxford or Cambridge Universities, £160 in London, and £140 elsewhere ; for students living at home £90 in London, and £75 elsewhere. Approved tuition fees may be added to these amounts. Authorities are urged to discontinue any arrangements for aiding students by means of loans.

No. 27 suggests methods for the disposal of stores and equipment which have become surplus as a result of the relaxation in fire watching duties and other developments in the general situation.

No. 30 refers to Draft Regulations prescribing New Conditions for Primary and Secondary Schools which also come into force on April 1, 1945. All regular teachers (except those already serving) must be either qualified or temporary teachers. There are eight categories of qualified teachers, and ultimately this will be the only grade of teacher recognized. The Regulations prescribe the following sizes of classes : For a class of pupils mainly under the age of 3, 15 ; from 3 to 5, 30 ; for other classes, 40 (but if the class consists mainly of children over 12, 30) ; for any class in a secondary school, 30. No charge must be made to parents of pupils entered for approved external examinations. Pupils under the age of 17 in secondary schools other than grammar schools must not be entered for any such examination except with the approval of the Minister through the local education authority. Leave of absence from maintained schools will not be granted to pupils to enable them to be employed except under arrangements approved by the Minister temporarily to meet war conditions. Leave of absence for not more than two weeks may be granted to enable pupils to accompany parents on their annual holiday. School terms in all schools except direct grant schools must amount to not less than forty weeks in the year. This period may be reduced for schools having a substantial number of boarders, and up to ten days of occasional holidays may be granted over and above the regular school holidays.

Administrative Memoranda :

No 26 accompanies a new edition of the pamphlet entitled *The Domestic Front* produced by the Ministry of Information. This sets out in detail the various services and material which can be made available for the promotion of Domestic Front activities.

No. 27 refers to the deferment of those girls at secondary schools, uncertificated women teachers, and rural pupil teachers who registered on January 20 last.

No. 28 asks local education authorities and school governors to collaborate with the Regional Production Boards on the question of holidays. School holidays should, as far as possible, be adjusted to fit in with the holiday periods agreed for the local industries. To meet cases in which the holiday period fixed for parents falls outside the school holidays, leave of absence from school for not more than two weeks in the educational year may be granted.

No. 29 gives a list of additional Ministry of Information publications on historical and geographical subjects which are now available. An earlier list was given in *Administrative Memorandum* No. 481. The publications are classified in three groups : (*a*) suitable for use with children between the ages of 7 and 11, (*b*) suitable for children between the ages of 11 and 16, (*c*) suitable for those of 16 years of age and upwards.

No. 31 refers to the Royal College of Art Entrance and Scholarship Examination, 1945.

No. 32 accompanies a memorandum on harvest camps which has been prepared by the Ministry of Agriculture. A note on this memorandum appears on page 158 of this number.

No. 33 urges local education authorities to continue the measures by which all suitable pupils, who appear likely to qualify for the teaching profession, should be given the opportunity of continuing their education up to the age of 18. A statement on an increase in the number of places at training colleges will be made later.

No. 34 refers to senior departments of public elementary schools under a separate head, and the procedure to be taken which will convert them into secondary schools.

No. 35 refers to boarding accommodation in connexion with the voluntary secondary schools, and the arrangements which have been made to enable a local education authority, which now has the duty of maintaining the boarding accommodation of voluntary schools, to receive a suitable part of the income derived from the boarding fees of pupils.

Form 1U gives details of state scholarships, tenable at universities, to be awarded by the Ministry of Education during 1945.

Digitized by Google

NEW BOOKS

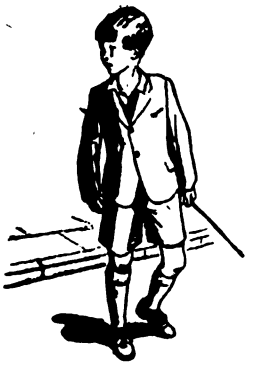
DIVERS THOUGHTS ON VERGIL

By C. S. WALTON, M.A., Headmaster, University College School, London

THE essence of this book* of 348 pages is found in the three central chapters, which contain enlightenment on Vergil's thought and style such as might have been struck out of a man in years of teaching contact with stimulating pupils. Research and teaching ideally go together, and this is certainly not less valuable for being the product of the classroom or seminar. But as the best classical teaching has always been done as it were *in camera*, and is liable to go flat on exposure to print, connoisseurs will occasionally find a mouthful tasting queer. It is part of the author's thesis that Vergil makes the plain Latin tongue a poetically resourceful language by so bedding words down together that they mutually engender a larger meaning. He explains rightly that this makes 'translation' almost impossible. Yet in offering translations as he does of all Latin lines quoted, he does some odd things where there seems to be no undue complexity. For example, in quoting a line of Ennius in three places he does not seem to mind whether the verb is to be taken in the aorist or in the perfect meaning of the tense, and he is indifferent to the distinction between 'alarming' and 'dreaded' as versions of '*terribili*', as no one need be who has heard the siren by night. When lines from Aeneid VI (163–5) are quoted to show Vergil's method of composition, the syntax of the passage begins for Vergil before the first line quoted, but not apparently for Mr. Knight and his readers. Uneasiness at these trifles is increased when the author talks of Vergil's 'bad grammar' and 'surrealistic style', after such things as a paragraph (p. 223) on Aeneid XII 52 which would be condemned as 'woolly' in the work of a sixth form boy, and this although on the previous page there is a fairly clear statement of the dative's business. Mr. Knight seems not to have got inside Latin as a case-inflected language. He is a patient and indeed meticulous 'appreciator', but he has not the 'feel' of it; he is too like the evacuated urban school teacher introducing the countryside. Or perhaps his failure is simply in didactic manner; he may be '*anima naturaliter Vergiliana*', but is tempering the wind to heathen lambs. For it looks as if his later formed object has been to convert those who are interested in poetry to a belief in Vergil and eventually in classical poetry. He would then be attempting to help in the cause which Mr. T. S. Eliot has lately expounded to the Classical Association—the necessity for the continuance of classical education to maintain the flow of English literature.

It must be said gratefully that Mr. Knight is at his best when he is insisting that poetry is one and indivisible, and that Vergil is as the Nile Delta in the cultivation of derivative poetry; there is indeed nothing (objectively) new under the sun, but each new generation of subjects needs the object rehandselled for it by its poets. Yet it may be feared that the chapters of historical setting on Vergil's life and background may dishearten the general reader before he reaches this point by the tantalizing obscurity inseparable from compression, and for classical students they are unnecessary. The book would have been

(Continued on page 198)



Teach children
KERB DRILL

See that they always do it and set a good example by doing it yourself

1. *At the kerb* HALT
2. EYES RIGHT
3. EYES LEFT
4. EYES RIGHT AGAIN
   then if the road is clear
5. QUICK MARCH
   Don't rush
   Cross in an orderly manner

5

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS', 13 Victoria Street, HUDDERSFIELD

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

better simply as " Divers Thoughts on Vergil ", and the central part can be valuable to the student and teacher of Vergil as a storehouse of ideas.

* Roman Vergil. By W. F. JACKSON KNIGHT. (15s. net. Faber & Faber.)

A MODERN AUTOBIOGRAPHY

By " E. K. S."

THIS autobiography* is written, as one would expect from the author of *South Latitude*, in an easy and attractive style. The story is centred in the Old House in Richmond Park shown in the frontispiece. His great-grandfather, Richard Owen, had lived there and after his death the house was occupied by his grandmother. The account of the author's childhood is profoundly interesting. His family were born into a society divided into two distinct and opposing classes. A rigid line was drawn between the gentlefolk whose income was derived from salaries, fees, or inherited wealth, and the baser sort, most of whom gained their livelihood by selling things. But the world was changing, and Richmond with it. The great houses began to fall on evil days and their fair gardens were given up to the spoilers.

The author's chief memories of the several schools which he " inconspicuously attended " were " the pain of homesickness, the feeling of dreadful loneliness in a hostile world, the recurring desolation of farewell ". He was not physically strong and suffered from recurrent attacks of bronchial asthma. It was not surprising, therefore, that he had little interest or skill in athletics. " I made no friends among the boys and was content to be mostly alone, playing strange games and weaving fancies within my own head." His imaginative gifts and his urge towards authorship won him no favour from his teachers. The ancient grammar school which he attended began, like Eton and Harrow, as a school for the sons of indigent parents but developed like so many others into a school for the fairly well-to-do. It made a fetish of its age and allowed few concessions to modernity. " It was all part of tradition, I suppose, that the penal system and general administration of justice had been handed down unchanged from the days of Dr. Arnold. There was only one punishment for any offence and that was a beating." The masters were the gods on high Olympus. " The prefects were far more personal gods. . . . Dressed in a little brief authority they had almost unlimited powers over their diminutive kingdoms. There was no appeal against their wilful edicts and commands. Power was theirs for the first time in their lives. Never again on this earth, one may be fairly certain, did any of those little potentates who ruled over me at that time wield such undisputed power. Never again would they be so little qualified to wear the mantle of authority so suddenly and so early thrust upon their young shoulders." The author's temperament made him a likely subject for bullying and he suffered accordingly. One boy " set to work with scientific cruelty and considerable ingenuity to make my life a misery from the moment he saw me dropping crocodile tears upon the contents of my Gladstone bag. . . . The years divide us, but my gorge rises at the memory of the first of my enemies even now. Time with its healing hands would, you might have thought, have healed the wounds we inflicted on one another in our youth with our brittle weapons. Yet they still ache ". The author was born in 1903, so that his school-days were not in the remote past.

Like the young Dickens and many more of his kind he found a relief in books—H. G. Wells, Jules Verne, Rider Haggard—yet " English Literature—with a capital L—became a sweat and a bore. . . . We paraphrased great chunks of Shakespeare, very often passages that I find difficult even now, such as Richard the Second's soliloquy in his cell, or Hamlet's broodings over the skull of Yorick. We analysed the ponderous sentences of Gibbon. We wrestled with the Anglo-German of Thomas Carlyle ". A revolution came when one of his masters, ' Bobbie ', " an old man who loved boys ", instead of taking the ordinary lesson, told the boys to put their books away (they had thoughtfully provided themselves with their favourite story books or detective magazines under the cover of their exercise books) as he was going to read some poetry. He read Matthew Arnold's *Sohrab and Rustum*. " I was listening to a new and strange music. The class-room with its ink-stained desks and its blackboard covered with yesterday's vulgar fractions faded from before my eyes. The listening boys, some attentive and some bored, took on the shape of tents pitched upon a great waste of sand under the blazing sun. . . . He ceased. The night desert and the stars faded from my sight. . . . The white, dead boy and the old warrior vanished. But there, on the cardboard cover of *Nada the Lily*, were the tears I had shed for them, hiding my face with my hands. There was silence for a few minutes. Only a blind-cord tapped against the window. Nothing seemed to move but the sunlight through the leaves of a plane-tree outside." ' Bobbie ' understood that his real work as an English teacher was not to " teach literature " nor to obtain results measurable by the external examiner, but to read with his pupils books which he and they could enjoy. In the words of the Norwood Report the real test of the success " is to be found in the desire of the pupils to read more ". Unless the teacher of English begins with this, all the work which he does in analysis and composition and other things will be of little worth.

The Old House still stands, though it now has central heating and electric light and even a garage. " Yet in my memory it is the same as when I knew it and never changes, a place of immemorial peace, hallowed by the ghosts that walk there."

* The House in the Park. By F. D. OMMANNEY. 10s. 6d. net. Longmans).

VOCATIONAL TRAINING PROBLEMS

By Dr. A. H. STUART, lately Head of the Mathematical Department, Hackney Technical Institute

" IN mathematics it is more important to state a question properly than to solve it." So wrote Cantor in 1867, but it is equally true to-day and covers a much wider field than that of mathematics. How often one is irritated in a discussion by the lack of precision in the definition of the terms used. So long as each participant in the discussion adopts his private interpretation of the terms of reference, the argument cannot lead anywhere. It is refreshing therefore to read a little brochure[1] which has just arrived from the United States in which the problems which will face that country at the end of the war are squarely faced and precisely stated. In addition to those called to the fighting services, there have been vast movements of the population and development of war industries on a truly staggering scale. The brochure abounds in charts and tables of statistics which illustrate the nature and magnitude of the problems involved, and, while a few of the problems and all the statistics apply to U.S.A. conditions, the

Digitized by Google

main body of the problems is the same for every country engaged in the war. No solution of these problems is attempted in the book, but to have the scope of the problems set out in detail and with such admirable clarity surely gets half-way to their solution. Cantor would probably have said more than half-way.

The vigorous discussion which has accompanied the new Education Bill in its passage through Parliament has given much attention to an extension of vocational training in the various types of school. When boys and girls leave these schools and enter industry, their vocational training is by no means complete, and a number of the great industries have in the past done laudable service to the community by carrying on with the training on which the local education authority had made such a good start. Among the larger employers none has been at greater pains to do the right thing than the Post Office. Few people realize the extent of the technical services rendered by the Post Office. Some indication of this is afforded by the fact that the Post Office Engineering Union has a membership of over 47,000 in minor non-clerical grades.

Just over a year ago the Postmaster-General appointed a Committee to examine the question of the training of Post Office manipulative and engineering staff. Among those who were invited to give evidence before this Committee was the Post Office Engineering Union. The written evidence submitted by the Union has now been published.[2] Good as the old Post Office training scheme was, it left much to be desired. Indeed, the action of the Postmaster-General in appointing his Committee is an acknowledgment of this.

Among the criticisms offered by the Union's evidence the following may be quoted :

" There appears to be no close adherence to an accepted standard of attainment for prospective entrants into the Service. . . . Little regard appears to be paid to the temperamental fitness of a candidate. . . . The intake bears no relationship to long-term requirements. . . . The training schools are staffed by men who, although capable at their own jobs, have no background of teaching experience. . . . The pay and status of instructors are too low to bring out the best men for the job."

Very sound policy is apparent in the following quotation :

" The clear aim of a scheme of training should be to provide competent personnel who are, at the same time, no less competent citizens. They should, therefore, be trained for the job they are to do within the context of a wider social concept. . . . It cannot be too strongly stressed that there are dangers inherent in a system of training of which the sole aim is to provide a sufficiency of highly skilled technicians and which has no function of stimulating interest in wider fields of human activity."

In view of the revolutionary advances in telecommunication, a higher standard of education is demanded, and it is submitted that a scheme should be evolved by which suitable employees could be given leave of absence to take university courses. The very nature of the work of the Post Office requires some of its staff to live in isolated districts where educational facilities are not readily available. For such the Union suggests a correspondence scheme organized and operated by the Post Office Training Establishments.

In a foreword to the pamphlet, written by the General Secretary, he says: " . . . I urge all

(*Continued on page* 200)

The Listener

A *BBC* PUBLICATION

Every Thursday 3d.

The Listener presents a background to the news through the best of the broadcast talks illustrated by up-to-the-minute pictures.

Digitized by Google

members to make a good beginning by first reading this pamphlet carefully and critically, and then if they have anything to say about training to go to their branch meetings and say it." Which is very right and proper.

[1] **Vocational Training Problems when the War Ends.** By J. C. WRIGHT. (Vocational Division Leaflet, No. 12.) (10 cents. U.S. Government Printing Office, Washington, D.C.)

[2] **The Training of Post Office Engineering Staff.** Evidence submitted to the Post Office Training Committee. (Post Office Engineering Union, Swinton House, 324 Gray's Inn Road, London, W.C. 1.)

THE RIGHT KIND OF RELIGIOUS EDUCATION

By CANON H. K. LUCE, Headmaster of Durham School

NOT to teach what will have to be unlearnt, to encourage boys and girls to think for themselves in religion, and to keep religious teaching in close touch with everyday life—only the fundamentalist, the traditionalist, or the cynic would deny that these are three of the most important principles of religious education. If he is to be loyal to them, the teacher finds his task harder at first—he must, in some degree, be an expert in his subject, and what he teaches must be the fruit of his own reflection on the data of religion, and of his own religious faith and practice. He will find the right sort of help in all the books to be noticed here.

First, for the children, Miss Blyton[1] tells simply and straightforwardly thirty-one stories from the Old Testament—it might have been better, perhaps, to leave out the first four, about Adam and Eve and Noah, and start with Joseph—and the life of Jesus.[2] In the latter volume the material is well chosen, and the story is alive and natural. Miss Krall[3] tells, also simply and straightforwardly, stories about fourteen "Saints", which are the more attractive and useful because they contain little that is legendary and miraculous, and are mainly just tales of men and women, such as Bride, Malo, and Roche, who loved and served God in loving and serving their fellow men.

Next come three volumes of the Teachers' Guides to Religious Education, for use with Agreed Syllabuses—one for infants,[4] one for juniors,[5] and one for seniors.[6] The strong points of this series, which we cordially recommend, are the variety and interest of the material used, much of it quite modern, to illustrate the Bible stories and themes, and the sturdy common sense and intelligence of the treatment and outlook.

Heralds of God[7] is meant for children of 12 to 14, though its style seems suitable for somewhat older readers. It tells the stories of the Hebrew prophets, from Moses to John Baptist, with very short historical interludes, and considerable quotations, many in Moffatt's version, from the prophetic books of the Old Testament. The aim of the book is excellent—when shall we all realize that the teaching of the prophets is infinitely the most important thing in the Old Testament?—its narrative interesting, but its outlook at times a little critically hesitant in sifting history from legend. It would be useful in middle forms of secondary schools.

Dr. Alington's *Christianity in England*[8] is far the best book on English Church History for secondary schools that has yet been written. The present writer has already used it in both sixth and fifth forms with real success. It is a "sketch", not a history—it covers 2,000 years in 190 pages—and the teacher will find ample scope for "filling out" periods or personalities of special interest, and also for discussion of the many problems, modern as well as ancient, which the narrative constantly raises; if used in this way, the book provides material for a year's work with one period a week, or even for two terms' work with two periods a week. Dr. Alington's chief aim has been, to use his own words, "to show by a few examples through the centuries what Christianity has done in the face of enormous difficulties, and to suggest thereby what it can do in the present day"; and he has been remarkably successful in presenting Christianity as a living force for good, in spite of discord and failures. Two of the book's most attractive points are the way in which the story is mainly told through the lives of Christian men and women, and the imaginary dialogues inserted here and there, which any one who knows Dr. Alington's fables will expect to enjoy—and will not be disappointed.

Finally, two books to help those who are responsible for worship in the school, the first a lectionary[9] of short (perhaps rather too short), passages from the New Testament for the daily reading, arranged in connected themes, and each with a short introduction to be read aloud before it; the second a series of short services,[10] each consisting of a statement of the theme, a Call to Worship, an Introit or Invocation, a Bible Reading, a Prose or Poetry Reading, a hymn and prayer, and a closing Doxology or Benediction. The level of the excerpts, and of the language in the prayers, which are nearly all original, inevitably varies; but there is much of real value in the book, and perhaps the most useful function it may perform lies in stimulating headmasters and headmistresses to aim at a higher standard of coherence and relevance in their school worship, and to experiment for themselves.

[1] **Tales from the Bible.** By ENID BLYTON. (6s. net. Methuen.)

[2] **The Children's Life of Christ.** By ENID BLYTON. (7s. 6d. net. Methuen.)

[3] **Stories of Favourite Saints.** By BERTHA C. KRALL. (3s. net. The Religious Education Press.)

[4] **Jesus and His Friends: Infants' Lessons on the Agreed Syllabuses.** Vol. 2. Notes by LILIAN E. COX, MARY ENTWISTLE, BERTHA C. KRALL, VERA PEWTRESS, ROTHA M. REED, and FLORENCE TAYLOR. (5s. net. The Religious Education Press.)

[5] **Heroes of the Call and Quest: Junior Lessons on the Agreed Syllabus.** Vol. 3. Notes by LILIAN E. COX, E. H HAYES, BERTHA C. KRALL, and REV. R. G. MARTIN. (Teachers' Guides to Religious Education.) (Cloth boards, 5s. Paper cover, 4s. 6d. Religious Education Press.)

[6] **Myself and My Fellows: Senior Lessons on the Agreed Syllabus.** Edited by E. H. HAYES and Dr. F. S. POPHAM. Notes by L. E. COX and E. H. HAYES. Vol. 2. (Teachers' Guides to Religious Education.) (4s. 6d. net. Religious Education Press.)

[7] **Heralds of God: Stories of Hebrew Prophets.** By JEANNIE B. THOMSON DAVIES. (5s. net. Student Christian Movement Press.)

[8] **Christianity in England: an Historical Sketch.** By the Rev. Dr. C. A. ALINGTON. (4s. net. Oxford University Press.)

[9] **A New Testament Lectionary for Schools.** By T. C. HERITAGE. (1s. 6d. net. Student Christian Movement Press.)

[10] **The School Assembly: Services of Worship for Schools.** By J. M. MCDOUGALL FERGUSON. (6s. net. Religious Education Press.)

Digitized by Google

Biography

From an Inspector's Bag

By Dr. A. J. JONES. (3s. 6d. Abbrevia, 29 Donald Street, Cardiff.)

Dr. Abel J. Jones, a retired Inspector of Schools of the Ministry of Education, has written another short volume of reminiscences which constitutes an interesting and pleasant sequel to his book *I was Privileged*. Of this new volume it can be said that the interesting —and often amusing—stories with which it is studded, and the reflections and observations based on first-hand personal experience by a person who is clearly deeply interested in human personality, provide most interesting reading for those who have to spend much time nowadays in the perusal of more formal and less lively documents, memoranda, reports, etc., on education.

A visitor to the Rhondda Valley nowadays might, despite the high quality of some modern novels which have been written about it, think it a rather dull and depressing place, but Dr. Jones manages to infuse into his picture of it a very real sense of the kindliness, homeliness, and real courage of the inhabitants of that industrial area.

His chapter on his early days as a teacher should be very helpful to young members of the profession, and, in his chapter on his experiences in Germany, students of modern international politics will find a wealth of observation based on experience which will explain why it has been comparatively easy for the Nazi conception of education to take root and flourish in German soil. Practising teachers will find in the chapter on " Fads " many illustrations to fortify them in their objections to what many teachers, sometimes with justice, consider to be unwelcome intrusions on the ordinary smooth running of a school. Other chapters in the book are equally valuable as providing, on a background of humour, a set of observations which a wise teacher, administrator, or layman in education might well keep in mind.

The book is to be recommended both for its light relief and for the wise conclusions which it draws.

E. T. D.

Education

The Future of Adult Education: a Statement issued by the Association of Tutors in Adult Education

(Economics House, The University, Leeds.)

This pamphlet is a statement approved by the Association of Tutors in Adult Education at their annual general meeting in 1944, and twenty-one of the thirty-six pages are devoted to problems relating to the employment of the teaching staff in adult education. It is recommended that training courses for full-time and part-time tutors should be instituted, and details of the syllabuses are given, first for a transitional scheme and then for a long-term established scheme. The course for full-time tutors on the established scheme should last nine months and that for part-time tutors should occupy twenty-six weekly meetings. There is a grave danger of such courses establishing a pattern of approach and method which would jeopardize the present *laisser faire* which ensures variety and compels the tutor to adapt himself to his class and their needs. It is true that in their first chapter the tutors recognize the distinctive marks of ' the liberal education of adults ', and name, amongst others, the freedom of the students to

(*Continued on page 202*)

McDOUGALL

The Heritage of History

By E. Davies, M.C., M.A., D.Phil.
Director of Education for Willesden

CHILDREN OF THE DAWN 2/4
The Story of Man from the early Stone Age to the time when he lived in hut-villages.

PEOPLE OF EARLY TIMES 2/8
The Story of the great Early Civilizations and the spread of Christianity throughout the known world.

THE CHANGING WORLD (1066–1689) 3/-
The story of the peoples of Britain and of other lands, from the Norman Conquest to the Revolution.

THE MODERN WORLD (1689–Present Day) 3/6
The story of the great men and great movements that made the world of to-day. The history of the U.S.A. receives special treatment.

Modern Citizenship

By Andrew Scotland, M.A., Ph.D.

Among the subjects treated are Education—Local Government—Central Government—Law and Order—Payment for Services—The Medium of Exchange—Trade and Commerce—The Empire Overseas—International Harmony. Limp Cloth, 2/2. Cloth Boards, 2/8

Healthy Living

By G. Arbuckle Brown, B.Sc., M.B., D.P.H.(Camb.).

Before leaving school every boy and girl should have general instruction on how to gain and how to keep good health. Hence this book, which explains simply, lucidly and concisely the general principles of healthy living. 1/9

Practical Biology

By J. Mason, M.A., Ph.D.

The subjects of study are arranged seasonally. With numerous simple experiments.

In Two Parts, each 2/6. Complete Edition, 4/-

Progressive English for Seniors

By George Ogilvie, M.A.

The extracts are by authors of repute, therefore the pupils are throughout kept in touch with the very best that literature has to offer. Care has also been taken to draw upon the main literary forms both in prose and verse. Book 1, 1/8. Book 2, 1/9.

Simple Practical Arithmetic

By W. A. H. Edwards

The book has been specially prepared for backward pupils in Upper-Junior and Senior Classes. It is simple, easy and practical. All the work deals with the ordinary simpler calculations that everyone, whether clerk or navvy, shop-girl or housewife, will certainly be called on to do. Price 1/6. With Answers 1/8

Modern School Algebra

By P. J. Smith, *The County School, Willesden.*

Has features which the experienced teacher will use freely because of their undoubted value in stimulating interest and ensuring a thorough working knowledge of algebraic processes.

Book 1, First Year, 1/3 With Answers, 1/6
,, 2, for Second and Third Years, 2/9. ,, 3/-
Books 1 and 2 combined ,, 4/6

McDougall's Educational Co. Ltd.
80-82 GREAT JUNCTION STREET, EDINBURGH 6

Digitized by Google

ude to the Crown a resemblance to his own, and
here that he reveals a disturbing tendency in
criticism to allow political views to bias
ation. But he is an imaginative and stimu-
ic who rightly shows that Shakespeare's
ith contemporary problems and reflect
as well as the confidence of the Eliza-
is conclusion that each historical play
reby internal discord is objectified
smuted into peace" has a direct
ich is to show "what reserves
tional confidence" exist in
has a scholar's familiarity
knows how to use it.
ations we read them
hose which show
lity of war. As
tinually pointed
a penetrating
plays as a
akespeare's

URNER.

a and

wel-
tain,"
par-
Secor
the
book
as
will
ca-
ro-
he
he
in
ct
ill
to
e-
be
r-
h
5.
t

Digitized by Google

symbol of democracy" in the communities where they are placed.

C. D.

Speeches and Documents in American History
Selected and Edited by R. BIRLEY. (The World's Classics.) Vol. I: 1776–1815. Vol. II: 1818–1865. Vol. III: 1865–1913. (3s. net each. Oxford University Press.)

Mr. Robert Birley has rendered a great service to all teachers by his selection and editing of Speeches and Documents in American History. At a time when so many books, of varying and sometimes indifferent quality, are pouring from the presses, the teacher will be glad to have an easy means of reference to original documents. These may serve to deepen his comprehension of many issues too lightly touched on in recent text-books, so often superficial and occasionally sentimental to the point of obscuring the strength of the feelings raised at the time. No selection can hope to escape criticism, and it may be said that it is very inconvenient to find the Constitution of the United States set out in terms of chronology. For example, the Constitution which appears on page 117 of Vol. I is not the Constitution of to-day, having regard to Amendments XI, XII, XIV, XV, XVI, XVII, XIX, and XX, and it is inconvenient to have to look through the whole of the amendments in subsequent volumes to ascertain which clauses of the Constitution of September 17, 1787, are still valid. It seems a pity, too, to include Madison's impassioned War Message to Congress, June 1, 1812, with a note that the main cause of the American Declaration of War was "the feeling among many Americans that the golden opportunity had come to seize Canada". This suggests insincerity on the part of Madison, which no one suspects. Moreover, some of the doggerel verse, whatever emotions it may have raised at the time, is hardly worthy of inclusion beside the Gettysburg Oration. Nothing but praise, however, can be accorded to the inclusion of so many of the Judgments of the Supreme Court of the United States which have made history in a way appreciated by few Englishmen.

Perhaps the most interesting and valuable of all the documents is one contributed by Adolf Hitler (Vol. III, p. x). "It has been left", Mr. Birley writes, "to Herr Hitler (and it is not perhaps surprising) to appreciate more clearly than any other modern writer what was really settled by the Civil War. 'The beginnings of a great new social order', he has said, 'based on the principle of slavery and inequality, were destroyed by the Civil War, and with them also the embryo of a future truly great America that would not have been ruled by a corrupt class of tradesmen, but by a real *Herren* class that would have swept away all the falsities of liberty and equality.'"

C. D.

Modern Languages

Language Studies and International Relations
By J. O. ROACH. (1s. 6d. net. Harrap.)

Mr. Roach makes a familiar but scholarly plea for the renovation and extension of modern language teaching, in the interests of international co-operation: renovation of the programme in our own schools and universities, extension of English teaching abroad.

None but the nearest-sighted bigot will challenge Mr. Roach's desiderata for the schools: relaxation

(Continued on page 204)

ARNOLD
LEEDS

Gleanings from Bookland

GEORGE GUEST B.A.

A Literature Course for the first three years, delightfully written, charmingly illustrated, handsomely produced

BOOK 1
THE WONDERS OF STORYLAND
BOOK 2
LINKS WITH GREAT WRITERS
BOOK 3
THE MAINSTREAM OF ENGLISH LITERATURE

The gradual development of English Literature from the days of the itinerant story-teller to the poems, novels, and drama of Drinkwater, Masefield, Galsworthy, Shaw, and Wells is traced delightfully with the help of well-chosen extracts, selected photographs and original sketches. The beauty and force of our language, and the spirit and strength of our immortal moulders of it materialize in these three books for the growing child's indulgence.

In cloth boards, Book 1, 2s. 3d.; Book 2, 2s. 6d.; Book 3, 3s.

Specimen pages and full particulars on request.

E. J. ARNOLD & SON LTD. LEEDS 10

Milk of Magnesia (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

Digitized by Google

of the iron monopoly of French; enlargement of what is now styled "French" or "German" to include a glimpse of foreign life, history, literature, education, entertainment; improvement of oral work; better facilities for travel by teachers and pupils. As representative of an examining body, the author would of course realize that much depends on his own and similar organizations. Some teachers, doubtless, "do not know what they want"; others do, but are helpless while the present examination system rages. Consequently, the hapless schoolboy can still be seen frowning over *je vins, tu vins, il vint, nous vînmes, vous vîntes, ils vinrent*—and mentally consigning it all to the devil.

At the university, Mr. Roach urges a wider course of study with a specialized top-dressing; the reading of more modern literature, the jettisoning of useless theses, such as P. G. Wodehouse's famous *Influence of Neo-Hegelism on Portuguese Literature*; creativeness, rather than uncritical absorption of foreign writers. . . . Surprisingly, no mention is made of the work of evening schools where, unhampered by examinations, work is often both progressive and realistic.

When modern language studies are reformed, we shall, Mr. Roach says, be able to reinforce war-time co-operation with our Allies, comprehend the Germans when they blandly urge their kinship with us and their innocence—while a greater knowledge of Italian may bring peace in the Mediterranean! It is a praiseworthy ideal, and, although cultural affinity has not so far stood the test of economic and political differences, it is well worth strivingfor. I. C. T.

Music

The Step by Step Sight Reader

By A. Howe. Book 4: Secondary. (Paper 5d., Cloth 8d. Paxton.)

Though the title suggests a *gradual* progress, the ground is far too steep to be covered in four short booklets and the steps demanded are often unduly large. The idea of using a varied repertoire of songs for sight-reading—by no means a new one of course—is good, though it scarcely makes for *graded* reading. It is a pity that no *instrumental* tunes are included.

LOUGHBOROUGH COLLEGE

Principal: Dr. H. Schofield, M.B.E.

FIFTEENTH SUMMER SCHOOL

Head of School: J. W. Bridgeman, B.Sc.

Duration: August 6—31 inclusive

Courses will be held in:

PHYSICAL TRAINING
CRAFTS
TEACHING OF ART
YOUTH SERVICE & SOCIAL STUDIES

A prospectus can be obtained on application to:
The Registrar, Loughborough College, Leics.

Scholarships

MATRICULATION AND OTHER EXAMINATION NOTICES, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS AND BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council:
Rt. Hon. Viscount CALDECOTE, C.B.E.

Principal:
Mrs. J. L. STOCKS, B.Sc. (Econ.)

RESIDENTIAL College for 150 women which prepares for the Degrees of the University of London. Non-resident Students are admitted. At the Scholarship Examination—for dates see May prospectus—Scholarships from £100 to £20 will be awarded for Classics, German, French, English, History, Botany, Biology and Mathematics.

Fees.—Residence, £90 a year. Tuition from 38 guineas a year.

For further particulars apply to:
The Registrar
WESTFIELD COLLEGE
(University of London)
at ST. PETER'S HALL, OXFORD

BEAUMONT COLLEGE,
OLD WINDSOR

Headmaster: Rev. E. Helsham, S.J., M.A.

EXAMINATION for Scholarships will be held on June 29. For further details apply The Rector, Beaumont College, Old Windsor, Berks.

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS. The following are awarded annually to boys under 15 on September 1, on the results of an examination toward the end of May:

(a) An Alfred Smith Scholarship of £80 a year.
(b) Three Junior Platt Scholarships of £60 to £40 a year.
(c) Two or more Exhibitions of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School:

(a) Two Senior Platt Scholarships of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(b) Two Junior Platt Scholarships of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £115 a year, with a Consolidated Fee of £5 a term to cover all necessary extras.

Further particulars may be had from the Headmaster, ALDENHAM SCHOOL, Elstree, Herts.

CRANBROOK SCHOOL
ENTRANCE SCHOLARSHIPS

THE Scholarship Examination will be held on May 24 and 25, 1945; last day for entries May 14. Age limit, 14½ on June 30. Six Scholarships of £75, £50 (3), and £40 (2), with two Exhibitions of £25 are offered. Total fees, with consolidated charge for extras, £105 a year.

For particulars apply to the Headmaster, School House, Cranbrook, Kent.

BRIGHTON COLLEGE

AN Examination is held each June to elect several Scholarships varying in value from £65 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the financial position of the parent and in no case will the value of a Scholarship exceed £65 for boarders and £30 for day boys, excluding compulsory extras, which amount to £12 7s. 6d. for boarders and £4 17s. 6d. for day boys.

Ten Centenary Endowment Scholarships or Boarders are offered on the result of the C.E.E. in June. Open to candidates attending Preparatory Schools which are members of the I.A.P.S.

Full particulars on application to the Headmaster.

CHARTERHOUSE SCHOLARSHIPS, 1945

THE Examination will be held on June 4, 5, and 6, 1945. Not less than ten Scholarships are offered to boys between 12 and 14 on July 15 next after the Examination. They are of the value of £91 10s. p.a.

One Benn Scholarship (£80 p.a.); the Mackintosh Memorial Scholarship (£50 p.a.); and the Whitehead Memorial Scholarship (£50 p.a.) will also be offered. Application for particulars and Form of Entrance should be made to The Secretary, Charterhouse, Godalming.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, is held in May of each year. Age limit 14 years. Special Exhibitions each term for sons of Clergy and members of H.M. Services. Apply Hugh Elder, M.A., Headmaster.

Digitized by Google

E
p 2

THE JOURNAL OF EDUCATION

THE LIBRARY OF THE
UNIVERSITY OF ILLINOIS

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 910

1945

Editor: R. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD. Tel.: 47947

PRICE 1s. 3D. BY POST 1s. 5D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	209
MATHEMATICS IN THE NEW SECONDARY SCHOOLS. *By C. T. Lear Caton*	213
CULTURAL BACKGROUND IN THE TEACHING OF MODERN LANGUAGES. *By A. J. Hawkes* ..	215
SPEECH EDUCATION TO-DAY. *By Clive Sansom*	216
THE JUNIOR SCHOOL. *By H. M. Berry* ..	218
CORRESPONDENCE .. .. *Plato's "Republic" and German Education; Science in Education and Training; A Mistranslation?*	222
SCOTLAND AND NORTHERN IRELAND	230
EMPIRE AND FOREIGN NEWS .. .. .. *The Elementary Schools of Denmark; Oversea Educational Journals.*	234
EDUCATIONAL MEETINGS	240
PERSONAL NOTES	244
TOPICS AND EVENTS	246
NEW BOOKS .. .. *The Secret of Educational Progress; Learning to Listen; The Modern Arts Faculty; Old Age—To-day and To-morrow.*	254

NOTES AND COMMENTS

The Classics in Education

THE Warden of Wadham College, Oxford, in his presidential address to the Classical Association, made a vigorous defence of the classics in modern education. In his view, the special claim of Greek and Latin is that a knowledge of these languages opens the door to literature, and he fears that, if we allow the study of the classics to decay, "we shall impoverish our national life to an incalculable degree". This point of view is challenged by Mr. Frank Jones in a letter to *The Times*. He says that for forty years he spent half his life teaching Latin; he enjoyed this more than any other form of teaching, but is now convinced that his efforts were misdirected. Mr. E. H. Blakeney, who has "been teaching Latin for half a life-time and Greek too", has come to the same conclusion. Replying to these letters, Professor Gilbert Murray says that his chief intellectual interests in life have been literature, philosophy, and religion. He finds "in Greek not only poetry and drama of extraordinary and unique beauty, but a key, as it were, to almost all later European literature". Next, when he sees that Plato's *Republic* is still being constantly translated into most European languages—five times recently into English—he can only conclude that thousands of people find it, as he does, "a still vivid source of inspiration, much more alive than most modern books". Moreover, he finds "in Greek the first imperfect but inspiring efforts of the human mind to understand the problems of civic or social life and to find the best path forward towards the great aim of man, Ἀρέτη or Δικαιοσύνη". Our hope is that, though fewer students in our schools and colleges may spend their time in mastering the intricacies of Greek and Latin, more of them may, through the medium of translation, be kept in touch with the great masters of the ancient world.

Gloves Off

OUR contemporary, *The Saturday Review of Literature*, published in New York on Saturday, February 3, 1945, has a "Report on the Battle of the Educators", by Harry D. Gideonse. It is clear that the seconds are out of the ring and that the battle is on. At the moment Mr. Gideonse is arrayed against President Robert M. Hutchins, of the University of Chicago, Professor Mark Van Doren, of Columbia University, Mr. Walter Lippmann, of New York City, and M. Jacques Maritain, the Ambassador of the Republic of France at the Vatican. Mr. Lippmann, a journalist of international fame, sums up the controversy. He blames the weaknesses of American public life which have followed the decline in classical education. Modern education, he has said, "is destined to destroy Western Civilization" by refusing to transmit from generation to generation "the religious and classical culture of the Western world". The "science" of American education prepares men for the acceptance of abominable "crimes", for "playing with murder and robbery and the blackest brand of bad faith". Such

Digitized by Google

possibilities are the " product of an academic system in which the study of moral wisdom has been abandoned ". Professor Mark Van Doren alleges that "American children cannot read, write, or speak their own language properly ".

The Rot Sets In

THE breach in the defences of classical education took place, it appears, at its seemingly least vulnerable bastion. President Eliot, of Harvard, by brilliant tactics, and fighting under the slogan of *Freedom*, outwitted the vested interests of the teachers of classics by the " elective system ". Unluckily, the " elective system " proved to be " elective chaos ", as no one had thought out a new synthesis. It was agreed that " American colleges are not preparing young people to live in the Greece of Plato's time,or in the Paris of the thirteenth century, or in colonial America of Benjamin Franklin's time ". But no one was agreed as to the needs of the twentieth century, and the search for a modern synthesis continues. In the meantime, it appears, a generation of American youth has been the victim of educational experiment. " Fundamentally ", writes Mr. Gideonse, " every generation has the kind of youth it deserves ". Perhaps the generation which has been the victim of educational experiments by an older generation may think that it deserved a better fate, and that we should not have destroyed the old buildings before we had erected the new.

The Core?

NEVERTHELESS progress, however halting, continues, and the Commission on Liberal Education of the Association of American Colleges has enumerated a " core ", which presumably is not " elective ": (*a*) To speak one's own language correctly and effectively; to read significant documents with comprehension, and to write clearly. (*b*) To use at least one other language with facility. (*c*) To recognize and organize facts of different types, and to interpret them coherently. (*d*) To understand and appreciate great documents of art, morals, and religion, and to evaluate them with imagination and wisdom. (*e*) To use intelligently and with a sense of workmanship some of the principal tools and techniques of the arts and sciences. (*f*) To live with others, with imaginative sympathy and understanding, and to work with them co-operatively and justly.

Where Do We Stand?

IT would not be in the tradition of *The Journal* to assume the role of spectator in a controversy of such importance, and this controversy is a live issue in every university and school to-day. We have had our Norwood Report (which Mr. Gideonse cites), and we have the writings of Sir Richard Livingstone in defence of classical studies. It is curious that we should quote Sir Richard Livingstone to rebut one of the charges of Mr. Walter Lippmann, but we have recently commended the Livingstone edition of the *History of the Peloponnesian War* by Thucydides, and there the truth is out. Mr. Lippmann alleges that " the study of moral wisdom has been abandoned " and that the " science " of American education prepares men for " playing with the blackest brand of bad faith ". Let us turn to Thucydides (page 266, World's Classics), and read the Melian Debate. " Here ", says Sir Richard Livingstone, " is Power acknowledging no limits except itself, denying any meaning to religion, justice, and pity—a cold cruelty not of passion but of the intellect." What was the argument of the Athenians ? " You know and we know, as practical men, that the question of justice arises only between parties equal in strength, and that the strong do what they can, and the weak submit." This was the Ancient World, on which Mr. Lippmann gazes with such reverence.

The Argument of Pericles

IT is, of course, easy to say that the Athenian spokesmen did not speak with the authentic voice of Athens, and that the nobler minds of Athens could have used no such argument. But we have the evidence of Thucydides that the argument was used, that the Athenians acted on it, " and the Melians surrendered at discretion to the Athenians who put to death (on a motion proposed in the Assembly by Alcibiades) all the grown men whom they took, and sold the women and children for slaves ". Science could have done no more. Nevertheless, in the Funeral Oration of Pericles, we may find a synthesis of living worthy of our highest hopes and particularly in the historic affirmation, *φιλοκάλουμεν μετ' εὐτελειας, φιλοσόφουμεν ἄνευ μαλάκιας.* These words are untranslatable, but if we say " Let us love beauty, but not in an ivory tower; let us love wisdom, but not only in the cloister ", we have some guide. All studies, treated with reverence, and pursued for disinterested ends, lead men to contemplate the true, the beautiful, and the good. All studies, equally, can put better weapons in the hands of barbarians. Is not Dr. Goebbels a doctor of philosophy ? It is not in the subject studied, but in the spirit in which it is studied, that a man attains moral worth.

A Coveted Honour

OUR ever lively contemporary, *Transatlantic*, in March, 1945, had an article by Mr. J. A. V. Butler on " School in America ", based on his family's experience of American schools. Some comments are familiar. " Everything is made as easy and attractive as possible. There is no grind and little drill. American schools have gone much farther than ours in gilding the pill of learning, and it is a question if the pill has not been lost in the process." One point, however, is worthy of our particular attention. " In the last year of school ", Mr. Butler writes, " about twenty of the older boys are elected to form the school patrol, a coveted honour. The patrols are a familiar sight on American streets in the early morning. Wearing their white belts of office, they get to school thirty or forty-five minutes before the classes begin, and stand at all the crossings near school to help the smaller ones across." This seems to be the ' prefect ' system at its best.

THE TIMES of March 28 contained a striking article " from a correspondent " on " D-day in the Schools ". The tone of it was sufficiently indicated

Digitized by Google

by the cross headings " Unknown Factors ", " Hard Facts ", " Dearth of Teachers ", and typical sentences were: " Those responsible for public education are attempting to prop up with one hand the crumbling wall of ' what is ', while they manfully wield the trowel of ' what might be ' with the other "; and " There is a real danger that the public will be presented with administrative changes bearing little on the efficiency of the service ". The writer is evidently no less strong an upholder of ideals than *The Times* has consistently shown itself to be, but he has given expression from a store of knowledge and experience to the great uneasiness which men and women in the schools have felt all the time at the contrast between the facts of the position and the hopes which have been raised in the public mind by the generous idealism of speeches and speculations. He concludes by saying that April 1, 1945, " is no date for shallow optimism or complacent satisfaction. . . . It is a signal . . . that the battle for a public system of education worthy of this great nation is now fully joined ". Equally sober in meaning, but characteristically involved in language, is paragraph 8 of Circular 30 (March 12, 1945) introducing the new Draft Regulations for Primary and Secondary Schools. " The immediate task of reducing by ten units each the present maximum sizes of classes for both senior and junior pupils from 40 and 50 respectively to 30 and 40 will impose very heavy demands upon the available supply of teachers at a time when other essential demands for the raising of the school leaving age and re-organization will be most pressing."

Hard Facts

THE draft regulations themselves are perhaps most interesting when regarded as part of the conscious attempt being made to eliminate the old idea of education being divided into two parts, ' primary ' and ' secondary '. It is safe to say that little is changed for those who previously functioned in the former confines of primary education, but secondary schools will have some shocks. The length and times of secondary school holidays are one instance among many of the survival of ideas and organizations taken over from the independent boarding schools and retained uncritically, relevant and irrelevant ones alike. For the children and their parents these conventional holidays have been too long and often unhelpful in the conditions in which most of them live. Correspondingly, in term-time these conditions prevent children working to the full, or else the length of school hours plus travelling and homework cuts the children out of their share in family life and responsibilities, and must often in the case of girls have led to their being withdrawn from a secondary school before the course was completed. Merely to lengthen secondary school terms in deference to the intention of this regulation, while the existing curriculum is retained, will mean a school of unbearable nervous tension, and it is a danger against which conscientious headmistresses above all must guard themselves. What is needed is a new conception of the secondary school day in which the class work, preparation work, out-of-class activities and discipline of school meals are harmonized into an unhurried and serene ' outing for the day ', from which the child returns home at a reasonable hour with no preoccupations of homework, and free to take part in the family's evening tasks and leisure. It must be feared that very few people are at present sufficiently fresh in mind to plan anew for their schools on the implications of such changes.

School Holidays

SECONDARY school staffs, being human, have perhaps felt this regulation as a ' last straw ' after the confirmation of the new Burnham Scale, which again observes the same spirit of obliterating the old distinctions of ' primary ' and ' secondary ', and in so doing fails to increase to any substantial extent the rewards of most ' secondary ' teachers. Before the next revision in three years' time it might be well to examine the whole case in an entirely new light, forgetting that there was ever such an arbitrary distinction as primary and secondary creating apparently vested interests. From a purely educational point of view the question is whether the State schools are going to be places of advanced secondary school education, that is to say, to provide stimulating and enlightened teaching in sixth-form courses of adequate variety. If they intend to, they will not on the present Burnham Scales secure the men and women of the necessary ability, and it is important to add ' worldly-mindedness ' in the right sense. There are far too many teachers in the schools to-day who have always from the start intended to ' go in for ' teaching, and consequently have never been brought in touch with reality even to the extent of deliberately investigating other ways of selling their brains and personalities for a living. The profession now attracts too many unadventurous people content with a competence: if the old days are gone when some taught for a pittance and out of devotion to learning and young people, we now need the kind that is prepared to go ' all out ', on the chance of a substantial income, to give the background of living necessary to support total commitment of mind to a responsible and exhausting job. The argument applies equally to the low rates of salary for head teachers of secondary schools.

Teachers' Salaries

THE Memorandum of the Association of University Teachers concerning university needs is a disappointing document. There is no indication in the document as to its manner of birth. One wonders about its authorship. Was it written by one man or a Committee? Whom did they consult? Is it based upon any kind of research? Of all the memoranda produced by educational bodies relating to post-war reconstruction this is the most lacking in any kind of vision. The opening sentence of the memorandum says, " The future of the universities will largely depend upon the steps that the Government may take in giving the necessary help both in financial support and in matters of organization ". Apparently the future of the universities is to depend not on the degree to which university teachers are men and women of courage, scholarship, vision, and a sense of social realities, but upon the amount of

No Light

Digitized by Google

initiative possessed by some other body, such as the Government. Having said, "It is hardly necessary to indicate the fundamental importance of the universities to the nation" the Memorandum, in mediocre phrase after mediocre phrase, proceeds to elaborate the unnecessary. The Memorandum sets out nine needs of the university, in order of priority. The last and ninth need is the one we should have put first. It is the only constructive suggestion in the whole Memorandum. It contains a proposal to set up a Representative Academic Council of the British Universities to encourage co-operation between the universities themselves and the universities and the Government. But even here, in its one new idea, the Memorandum does not take us very far. What is to be the membership of such a Council and what its relations with the Council of Principals and Vice-Chancellors on the one hand and the University Grants Committee on the other?

Priorities

THE first university need is stated to be that of priorities in the repair of bomb damage. We agree. But just where in the scale of priorities should universities come? Should they come before or after Government offices; before or after schools? There is no indication that such troublesome questions have been considered. The third paragraph asks for priority in demobilization for students in the Forces whose university courses were interrupted or never begun. Again the need for this is obvious, but it creates an immense problem. If six years' accumulated entry to universities were all released at once the universities would have to assemble large temporary staffs to meet such a need. There must obviously be staggered demobilization and gradual entry to universities. What factors, from the university point of view, should influence such a staggering? Should arts students be given preference over science, or teachers over medicals? This is the kind of concrete problem upon which many people would have valued a pronouncement, following a careful survey of all the related factors and their implications. But the problem is not even defined, far less attacked. The fourth paragraph recommends that as a first step the Treasury's grant to the universities should be at least doubled immediately. Why doubled? Why not trebled or quadrupled? Has there been any attempt to estimate what will be the effect over a period of years on the universities of the new demands for teachers by the Butler Education Act, or of doctors for the new health legislation, or of engineers for the new civil aviation policy? What proportion of our population ought we to educate in universities after the war? Our view is that it should be roughly the same proportion as in Scotland. On such a basis it would be possible to work out the financial implications for a ten-year plan of university expansion. But this kind of hit-or-miss suggestion of a doubling of a grant is evidence of a lack of serious constructive thinking.

Who Pays for Education?

READERS of *The Journal* will recall that when the majority of the Fleming Committee, in an interim report, asked for free secondary education, 'Candidus', of *The Daily Sketch*, was appalled. He demanded the repeal of the provisions of the Elementary Education Act, 1891, under which, more than fifty years before, fees had been, for practical purposes, abolished in elementary schools. "I myself", he wrote, "would force parents to pay something, according to their capacity, for their children's education from the moment they go even to an elementary school, only the least affluent being allowed to escape." 'Candidus' was apparently under the impression that parents pay nothing for their children's education in elementary schools! Now that we have advanced to a stage when fees will not be paid by pupils in maintained schools, and by some pupils only in direct-grant schools, protests are again being raised against the rich being taxed for the benefit of the poor, and we hear again of Samuel Smiles and *Self-Help*.

The Taxation of the Poor

IT is very difficult to assess what proportion of taxation falls on any class, and what direct benefit that class derives. Mr. Colin Clark, however, when University Lecturer in Statistics at Cambridge, in his *National Income and Outlay* (Macmillan, 1937), calculated that, ten years ago, taxation falling on the working classes was £338,000,000 a year, while the value of public services directly beneficial to them was £429,000,000. Since that time, owing to the lowering of the exemption limit in income tax, and the enormous increase in the rates of Customs and Excise Duties, a far greater burden of taxation falls on the working class. To make a calculation as accurate as that of Mr. Colin Clark is not at the moment possible. *Whitaker's Almanac*, however, discloses that in 1941–42 Customs and Excise, which fall in overwhelming measure on the man earning £500 a year or less, yielded £884,789,000; while 9,500,000 income tax payers earning £500 a year or less contributed £270,000,000. All these were contributing to the cost of elementary, secondary, and university education.

Where Honour Is Due

THE MOSCOW NEWS reports the decoration of 5,000 school teachers in recognition of their services in war-time and as a measure of the high appraisal of their work by the Soviet Government. "Among those honoured by the Government are teachers of Leningrad, who saved the lives of thousands of children and managed to keep classes going during the grim days of the siege; of Stalingrad, Voronezh, Kursk, and other liberated regions, who helped to rehabilitate the school network; and teachers from regions in the interior of the country, who took loving care of the many school children evacuated from the zone of hostilities. . . . The high honours are heartily approved by the people at large." We have not noticed any marked liberality in the recognition of these particular services to our community during the war, and we do not doubt that a few honours would be "heartily approved by the people at large" in this Island, which has endured a siege longer than that of Leningrad.

Digitized by Google

[*The columns of* THE JOURNAL OF EDUCATION *are open for discussion of all matters, however controversial, that are of interest to educationists. The editorial views are expressed in "Notes and Comments" and in the occasional leader. It must not be assumed that* THE JOURNAL *is necessarily in agreement with the views expressed by contributors in articles or in correspondence.*—ED.]

MATHEMATICS IN THE NEW SECONDARY SCHOOLS

By C. T. LEAR CATON, Headmaster, The Grammar School, Alcester

FROM the setting up of the present secondary school system in 1902 until quite recent times, mathematics has shared with Latin a position of particular prominence in the secondary-school curriculum. What will be the position of mathematics in the curriculum of the new secondary schools? The prominence originally accorded to mathematics and Latin was due to the belief that these subjects were a valuable form of mental discipline, improving the mental powers generally, and therefore were especially worthy of study, irrespective of any intrinsic usefulness of the subject-matter taught. This theory of mental training has lately been largely discredited both by psychologists and by the teachers themselves, but, whereas a full course of Latin is now given only to a minority of pupils, mathematics up to School Certificate standard is still regarded as a necessary part of a secondary education for almost all boys and girls on account of the presumed intrinsic importance of the subject. Is the mathematics taught as valuable as is usually supposed? In recent years, many people, including teachers of mathematics, have expressed increasing doubt as to its usefulness for many of the boys and girls taking secondary courses, and some have queried the advisability of giving so much time and emphasis to mathematics in its present form, especially in the face of the growing claims of other subjects to a greater share of attention. This view-point gained official recognition in the Spens Report, in which it was stated that the amount of time spent on mathematics might be reduced without loss to the value of the subject, and the opinion was expressed that a reform in mathematical teaching was long overdue.

The work now done in mathematics, as in other subjects, is effectively fixed by the School Certificate examination, and comprises arithmetic, algebra, and geometry; in addition, some numerical trigonometry is usually taught, but is optional in the examination. A few candidates take further papers in more advanced branches of the subject. The algebra course is designed with the object of imparting a technique necessary for pupils who will take the study of the subject well beyond the School Certificate stage. It consists in the main of a collection of methods which are devoid of meaning and of aim for the great majority of pupils who will leave school or discontinue mathematics immediately after sitting the examination. Most of the knowledge acquired has little practical usefulness for these pupils, and no serious attempt is made to show its application to practical problems. The work in geometry may appear at first sight to be more worthwhile. Although it is evident that the theorems and riders studied do not in themselves represent useful knowledge for most of the pupils, the belief persists in some quarters that they give a training in deductive reasoning which tends to improve the reasoning powers of the pupils in other fields of mental activity. Unfortunately this is not found to be the case; on the contrary, it is a commonplace that the mathematician frequently shows up badly in argument or discussion on other topics. The reason for this is not far to seek. The geometrical training deals with a highly simplified kind of material; this material, in the form of theorems and riders, has in reality been specially chosen and arranged so as to be easily susceptible to deductive reasoning. Situations in everyday life, on the other hand, involve personal and other factors, and success in dealing with a practical problem or in argument depends much more on the true appraisement of these factors than on the logic of the reasoning involved—the logical aspect, in fact, is of minor importance. This explains the disappointment often felt by an industrialist who appoints a highly trained mathematician to his staff, only to find that his new employee is unable to bring his mathematical training to bear on the everyday requirements of the business. The position of geometry has been weakened further by the results of modern mathematical research, which has shown the logical structure of Euclid to be less sound than was formerly supposed. It appears that the schoolboy is rightly suspicious when he is asked to give an involved geometrical demonstration to prove a self-evident result. Clearly, the value of the 'mental training' given by geometry is largely illusory. Such considerations show that the time is ripe for a careful re-examination of the purposes of mathematical education.

Up to the present time, the attention of mathematical teachers has been focused chiefly on methods of simpler presentation of the subject-matter of algebra and geometry, with the object of enabling a wider range of pupils to understand something of these subjects. These efforts have met with considerable success, but they have not substantially altered the content of the mathematical course, and they have done nothing to increase its value as an instrument of education. Although a considerable amount of time is spent on mathematics in secondary schools, it remains true by-and-large that much of what is acquired is of little value to most of the pupils, either for its own sake or for the training it is supposed to give. Attempts to modify the syllabus have been chiefly concerned with the reduction of the amount of subject-matter taught without altering its fundamental character, but what is required is a fresh examination of the underlying principles of mathematical education, so that the purposes of including mathematics in the secondary curriculum may be redetermined, and on this foundation new schedules of work may be built to provide for the differing needs of the various types of pupils.

One of the mistakes of the past has been to give a

Digitized by Google

common course to all pupils in mathematics. It should have been obvious that, for example, the future mathematical specialist, the girl aspiring to a University Scholarship in history, the intending works chemist, and the prospective girl secretary may differ widely in innate abilities, interests, and tastes, and would need very different teaching. An attempt must be made to group the pupils, and to give the members of each distinctive group the minimum mathematical training essential for their needs.

Mathematical education has a threefold significance. In the first place, it has a utilitarian purpose —it has to provide every child with the basis of mathematical knowledge necessary for maintaining a place in the modern community. Some pupils have only sufficient intelligence to grasp the simpler processes of arithmetic, but a more comprehensive programme is needed for all boys and girls of normal ability if they are to become intelligent citizens of the post-war world. This must include, besides a full course in arithmetic, an acquaintance with the use of symbolism and the formula in algebra, an idea of positive and negative numbers, and the value of graphical representation. In geometry, pupils must be taught the basic concepts—two-dimensional and three-dimensional—such as planes, lines, angles, simple solid shapes; the use of mathematical instruments; scale drawing; simple plan and elevation. Other necessary parts of the course are an acquaintance with mathematical devices such as logarithms and the slide rule and vernier, including the reading of mathematical tables; simple numerical trigonometry; an idea of a rate of change as expressed by a differential coefficient and of a summation as expressed by an integral. With suitable methods of teaching, this knowledge could be successfully imparted to all pupils of normal intelligence in every type of new secondary school. Its possession is a necessary part of modern life.

Secondly, mathematics has through its applications profoundly influenced the progress of civilization in the past, and it lies at the root of the scientific world of to-day. Pupils should learn something of the way in which this has come about. We have here an important side of mathematical teaching which has been neglected. Although considerable mathematical knowledge is needed properly to apprehend many of these applications, something can be done within the limits of a school course to show the general influence of mathematical ideas, if the minds of teachers are sufficiently informed with suitable historical material, and if they keep in touch with the current developments of their subject. In this way the mathematics lessons could be enlivened and made more valuable by being brought into contact with reality, past and present, and the subject given a wider significance. This aspect of the teaching urgently needs bringing to the fore in all secondary courses.

The pupils who will attend grammar and technical high schools need further consideration. The power of grammar schools to retain boys and girls beyond the age of 16 years will secure for these schools a high proportion of the pupils of better intellectual ability. The special function of these schools is to discipline and instruct the pupils in the characteristic modes of intellectual activity pursued by mankind through the centuries. Mathematics represents one such distinctive type of activity. We must here consider mathematics in its third aspect—as an assembly of truths, ordered and related to one another, or in other words possessing a structure. In order to be able to appreciate the essential nature of mathematics, it is necessary, unfortunately, to spend some time on acquiring a considerable knowledge of technical detail which is of no intrinsic value to the non-mathematician. The difficulty from a teaching point of view is to select parts of the subject where the necessary technical detail required is a minimum. The traditional medium for imparting an appreciation of the nature of mathematical thought has been Euclidean geometry, but this approach has largely failed, partly because so much time has to be spent on learning the methods that the real aim is seldom achieved, and partly because the field of study is too narrow. It is clearly impossible to learn much of the general nature of mathematical activity by considering only one portion of the subject, and that a branch which is over 2,000 years old. A more fruitful approach will be to teach a number of mathematical topics, each of which illustrates the characteristic mathematical method, studying each for, say, a term during the final years of the School Certificate course, when the pupil is becoming sufficiently mature to grasp the ideas involved. The topics selected need to be in touch with modern developments of mathematics and should be limited in content, so that they can be taught with some detail in order to give sufficient depth to the study for the vital nature of the mathematical thought to be truly grasped. Suitable topics are available and by a proper pedagogical approach could be brought within the scope of intelligent adolescent boys and girls, who would in this way be given a wider view of the extent of present-day mathematics and its value to the modern community. Such a course additional to the syllabus already outlined is an essential part of a liberal education for pupils of grammar and technical high schools. It would be of value and interest to the non-mathematician; it would provide a general background to the more detailed mathematical studies of future sixth-form mathematicians and scientists; it would supply a liberal element which is often lacking in the courses arranged for technical students. The educational value of a course of this character would be greater in every way than that of the algebra and geometry at present taught, and less teaching time would be needed.

Finally, the needs of pupils who will require more advanced mathematics in their subsequent career must be considered—mathematical specialists, scientists, technical students, actuaries, and so on. In the last two or three years of the School Certificate course additional classes will be required for boys and girls of definite mathematical ability in which they can begin to acquire a training in the technique needed for their more advanced work. This is the place to introduce most of the work now done in algebra; other necessary branches of mathematics, such as coordinate geometry, calculus, and algebraic trigonometry, would naturally be included, and the study of some parts of applied mathematics begun. In this way pupils would be well grounded for their future more advanced mathematical work in the sixth form or elsewhere.

The forthcoming reorganization of secondary education must speedily involve a reshaping of the curriculum. If the mathematical courses in the new secondary schools can be based on some such scheme of rational planning as has been outlined in the foregoing paragraphs, mathematics can begin to occupy its proper place in the curriculum and will be able to make a far more valuable contribution to the education of the future than it can ever do on the basis of existing syllabuses.

Digitized by Google

CULTURAL BACKGROUND IN THE TEACHING OF MODERN LANGUAGES

By AUSTIN J. HAWKES, Holt High School, Liverpool

TEACHERS have been subjected to constant and considerable criticism, more particularly during recent years, on the score that they are out of touch with 'the world'. To read the opinions of many, one would imagine teachers to be a race of hermits, conditioned from birth to an unreal and rarified educational atmosphere. I do not believe that the evidence for such a view is very impressive and I suspect that there is confusion in the critic's mind between the teacher and the educational system. It is when one considers the latter that one is conscious of something unreal. It must be admitted that we have not developed our education as an integral part of a general social environment, and nowhere is this fact more clearly seen than in the teaching of foreign languages.

Language is primarily a function of man in society—a means of communication which enables one mind to cooperate and make progress with another. Despite this, we militate against the success of language teaching by emphasizing the technique of grammar and neglecting the purposive nature of language. Admittedly, grammar is the skeleton without which the body of language would collapse—viewing the problem from the aspect of teaching a *foreign* language—but the body is more than the skeleton.

We learn our native tongue—though often indifferently well—without very much conscious study of formal grammar, but to make headway in a foreign tongue most of us need some scheme of rules which may be applied by analogy and precedent. Yet these schemes remain what they are—artificial abstractions and forms of technique—unless their final aim and justification is the understanding of language as a social function inseparable from the social purposes of those who use the words.

"Languages owe their origin to necessity, not to philosophers", said Helvetius. If therefore we are to make real progress in the teaching of foreign languages we must find a way of connecting, in the student's mind, the 'French text-book' with the 'Frenchman' or the native of the country whose language we may be teaching.

Generally speaking, thought seems to be difficult without articulate or semi-articulate utterance, and words serve as finger-posts to thought. They have been compared to bricks which prevent a sand tunnel from collapse. Thought may modify language just as language may modify thought, and in modifying thought may also modify activity. There is a continuous interlocking of language with social activity. The language of every social group reflects in its form and power of expression the economic and cultural interests and direction of the group. I am not here suggesting that progression or retrogression in relation to syntactical simplification is in any way a key to the complexity or otherwise of the group, but am thinking chiefly of the choice of vocabulary, variety and subtlety in expression, and especially of the emotional overtones which give words and phrases their individual life.

To be taught a foreign language is not merely to be taught how to make new sounds which will achieve certain desires—given intelligent natives!—when uttered in their country. It is to be taught what these natives—as members of a society differing in growth and development from our own—mean by the sounds we imitate. Take for example the word "*Grenze*"—a word of no phonetic difficulty but one which has a cultural and emotional background to a German which cannot adequately be conveyed by the paraphrase—one can hardly say translation—"frontier". The word is charged with an emotional content in which ideas of frontier, limit, and encirclement are interfused, and this has been transferred mystically into the phrase "*Blut und Grenze*". Or examine for a moment the word "*Reich*". Its meaning has been built up and added to throughout the centuries and has very little meaning at all without a Germanic context. One may also consider the complex overtones which we associate with the word "home" and the French with "*la patrie*".

A clear and sympathetic understanding of this nature is not easily acquired. But, unless we try to approach the language along these lines—try that is to know something of the cultural environment and tradition in which these words have evolved—they will remain for us little more than examples of grammatical rules evoking in our minds a purely English symbol. Occasionally this may suffice, but the touchstone of our understanding cannot be the extent to which a foreign word fits neatly into a ready-made English pigeon-hole. To neglect this fact is to make genuine progress in language study difficult and to neglect a most fascinating side of the whole work.

Now I suggest that what I have called the teaching of background or the creation of a new set of pigeon-holes goes some way to solve this problem, and the correlation of languages taught in the schools with each other and with other subjects becomes essential.

At the very earliest stage of language teaching an interest in words can be developed. Boys often reveal a surprising amount of information and a high degree of curiosity ranging over a variety of topics, and with sufficient stimulus to their interests they can be encouraged to regard words as something more than samples of printers' ink. They can be shown, for example, the kinship of peoples through their languages and the extent to which nations share a common linguistic heritage. One can study in a simple way the distribution of vocabulary and the borrowing of words, trying to find out how these reflect phases in social consciousness and behaviour. In such a way the pupil may be encouraged to bridge the fatal gulf separating words and men.

There are other lines of study which can reveal something of the reality behind the text-book. One might suggest the migration, interchange, and development of folk-lore, the comparing of mythologies, folk-songs, national heroes and heroines whether legendary or historical, types of houses and towns, even postage stamps. Such things as these, and they are but a small selection, belong to the very stuff of a nation's life.

I am perfectly well aware that teachers are employed, at least implicitly, to enable boys to pass examinations; and examinations, as far as modern languages are concerned, are largely a matter of grammatical technique. One must hope that such an unreal state of affairs will not last for ever. In the

Digitized by Google

meantime a few steps towards a more intelligent goal can be taken. I believe that most of us could spare perhaps one period per week for carrying out some of the ideas I have mentioned and to extend them in other lessons through oral and free-composition work. Clearly a formulated scheme of co-operation among the language teachers is essential. This could then be broadened to include other subjects as well, in which one's colleagues were more expert. I should expect the master in charge of art to deal far more sympathetically and helpfully with French painting than I myself. I imagine also that the boys would benefit from the change and catch a glimpse of the wider ramifications of their study. Primarily we are educating human beings not teaching 'subjects', and the less watertight and discrete our departments become the nearer will we approach a real education. We have plainly to recognize the fact that the ability to master a foreign language and use it to any degree of fluency and accuracy, especially under modern conditions, is not possessed by many. Some have the flair, some have not. We must therefore see to it that, though many of our pupils are weak phoneticians and shaky grammarians (are they much better in their native tongue?), they do not leave our hands with merely a collection of imperfectly learnt words. An interest in people is more widespread than the gift of tongues and it is to this interest that we must constantly appeal. It is not too much to say that our whole future may well depend on the degree to which we clear up nation's distrust of nation and foster mutual understanding. In the solution of this problem, at least one root of which is linguistic, we can play our part.

SPEECH EDUCATION TO-DAY

By CLIVE SANSOM, Editor of *Speech Rhymes*, and former Lecturer in Speech Training, Borough Road Training College, Isleworth

A COMPLETE change has taken place in our attitude to speech in education. Until comparatively recently, it was ignored in the average school, and treated as an 'extra' in most private schools. It is curious to think that speech could ever have been considered in this way, as a subject to be taken for a few additional shillings a term, when it is one of the great central factors in our lives—the medium through which every subject in the school is taught, and every human relationship is conducted. But many things have happened in a short space of time to produce this change of view.

Transport and altered conditions of work have brought people closer together. The study of phonetics has increased our awareness of speech, which we formerly took for granted. Psychology has shown us the place of speech, not only in our intellectual and emotional contacts with other people, but also in our actual thinking and feeling. Speech therapy has become recognized as a remedial science, an auxiliary of medicine. And pioneer workers like Marjorie Gullan and Elsie Fogerty have compelled educationists to realize that speech training is as vital as physical training.

Even more influential have been the invention and perfecting of speech machines — the gramophone, telephone, radio, blattnerphone, and talking film. These are producing a revolution in the structure of our society. Just how great, it is difficult to realize while we are living in the middle of it, but it is one that cannot be less than the revolution caused by the printing machine, and may be even more profound. One thing at least is certain. Print and writing, which have played so large a part in education, can no longer retain their pre-eminence. The world of the immediate future is going to be a speaking world, and, if education is to fit the boys and girls of to-day for the world of to-morrow, it will need to recognize this fact.

A growing awareness has been shown by governmental committees on education, from *The Teaching of English in England* in 1921 to the more definite recommendations of the McNair Report in 1944:

"The Board of Education should require every training institution to pay attention to the speech of every student, and every area training authority to include in the assessment of a student's practical teaching his ability to use the English language."

"The Board of Education should require every training institution to make arrangements for the detection of speech disabilities and for the provision of speech therapy and training where necessary."

In other words, the improvement of speech education must begin, like so many educational reforms, in the Training Colleges and the Training Departments of our Universities. Unless these set out to tackle the problem systematically and thoroughly—helping the students' own speech on the one hand, and providing instruction in methods of developing children's speech on the other—no great advance can be expected.

As regards the teacher's own speech, the McNair Committee summed up the requirements, very moderately, as follows: "Clear and, if possible, pleasant speech; the power to say and write what one means; and the capacity to direct one's understanding to what other people say and write." They also mentioned something which is too often overlooked—the psychological effect of the teacher's tone of voice on the children in his class. "Children are sensitive to the quality of a teacher's voice, and, even though they may not give it any conscious attention, it not only influences their own manner of speaking, it also directly affects a teacher's ability to manage children happily."

By no means every training institution is helping its students to fulfil these requirements. Where speech training is considered at all, it is often put at the end of the curriculum to be fitted in when every other subject has been satisfied. In colleges where there is really adequate instruction, regular training is given to groups of students by qualified lecturers, individual help being provided where necessary. Vocal strain, and the use of the voice during teaching practice, also receive attention. We are, however, still far behind the United States in this matter, and a comparison between English and American methods might be worth the serious attention of those responsible for teachers' training in this country.

The second necessity in the training institution is the provision of instruction for improving speech in the schools. It is most important that these two sides of the question should be seen as distinct,

(*Continued on page 218*)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

In this first book (which is intended for pupils of 11 or 12) grammar lessons comprehend only the broadest outlines. The other two books are in active preparation.

BLACKIE'S STANDARD ENGLISH CLASSICS

Fully annotated. Over 100 titles. Prices range from 1s. to 2s. 9d. Most recent additions:

Prelude to Poetry. E. H. Jenkins, M.A., and A. S. Vaughan Thomas, M.A. 2s. 9d. **English Lyrical Types.** An Anthology. B. J. Pendlebury, M.A. 2s. 9d. **English Essays.** A Representative Anthology. W. Cuthbert Robb, M.A. 2s. 6d. **Short Stories of the Nineteenth Century.** J. G. Fyfe, M.A. 2s. **Life and Action.** An Anthology of Prose. W. H. J. Richardson. 2s. 9d. **Chaucer's Prologue to the Canterbury Tales.** R. F. Patterson, M.A., D.Litt. 1s. 9d. **Beaumont and Fletcher's Knight of the Burning Pestle.** R. F. Patterson, M.A., D.Litt. 1s. 4d.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new "Warner and Marten")

GEORGE TOWNSEND WARNER
C. H. K. MARTEN D. ERSKINE MUIR

The famous "Warner and Marten" completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve "periods" into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. **Book One—55 B.C.–A.D. 1603.** 5s. 6d. **Book Two—1603–1939.** 6s. 6d. **Section Two—1485–1714.** 3s. 9d. **Section Three—1603–1783.** 3s. 6d. **Section Four—1688–1939.** 5s. 6d. **Section Five—1783–1939.** 4s. 3d.

EUROPE AND THE WORLD

A School History from 1789 to 1938

By DESIRÉE EDWARDS-REES, M.A. (Oxon), formerly Head Mistress, Godolphin School, Salisbury. With 29 specially drawn maps, and test questions to each chapter. 5s.

An able survey of European History since the French Revolution—carefully linked to World History.

HIGHWAYS AND BYWAYS OF FRENCH LITERATURE

A series of texts by contemporary authors, with serviceable footnotes and vocabulary. Nine titles, 2s. each. Authors included: **Henri Bernay, Jean Charcot, O. Hanstein, Maurice Level, Charles Normand, Francisque Para, Georges Price.**

BLACKIE'S GRADED GERMAN TEXTS

General Editor: WERNER R. SCHWEIZER, Ph.D., Head of the Department of German, University College, Nottingham. 1s. 9d. each.

A series of interesting texts, both classical and modern, of real literary and linguistic value. Each book is provided with a short critical and biographical introduction, footnotes, a list of modern idioms, and a full vocabulary. Nine titles. Latest addition:

Gunther Grell, Schulboot "Alte Liebe".
Edited by H. Cooper, M.A., Head of the Modern Languages Department, Harrow School.

BLACKIE'S ILLUSTRATED LATIN SERIES

With Introduction, Notes, Appendices, Vocabulary, and Illustrations. Cloth boards. Prices generally, 2s. 3d. each. Authors included are Caesar, Cicero, Entropius, Horace, Livy, Ovid, Plautus, Sallust, Tacitus, Virgil, etc.

THE STORY OF AENEAS

Selections from the Aeneid of Virgil (I–VI) with a continuous narrative in English. Compiled with Introductions, Notes and Vocabulary by A. HADRIAN ALLCROFT, M.A., late Scholar of Christ Church, Oxford. Illustrated. 2s. 3d.

LATIN OF THE EMPIRE

Edited by W. KING GILLIES, M.A., B.A. (Oxon), F.R.S.E., and A. R. CUMMING, M.A. With Notes. 5s. This book aims at making the important writers of the Early Empire readily accessible and thus enable the Sixth Form boy to gain a substantial knowledge of Latin of the Silver Age.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 215 diagrams. 5s.

This is the second volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. A third volume—Light—is in preparation.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. See note above.

A SCHOOL CERTIFICATE CHEMISTRY COURSE

By P. T. FREEMAN, M.B.E., B.Sc., Ph.D., F.I.C., Headmaster, Peter Symonds' School, Winchester, and J. L. ST. JOHN, B.Sc., Assistant Master, Peter Symonds' School, Winchester. 8 half-tone plates and 77 figures. 5s.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

because a student with a tolerably good voice is not necessarily capable of training others to speak well. So that, in addition to the practical classes for the students' own speech, there need to be lectures on phonetics and the theory of speech, together with methods of encouraging speech development in the school. If both these sides of the problem are dealt with, we should not be long in seeing their effect on education.

What should be our aim in the schools themselves? To answer in a single sentence—a continuous system of speech education from the infant school until school-leaving. At present, speech is well served in the average infant school. The child is helped to talk freely, and while he is there his speech achieves fluency and spontaneity. Though immature, it does answer the definition of effective speech, namely that it represents both self-expression and communication. It is purposeful, and it is alive. Then he enters the junior school, and too often his speech loses its vitality and individuality, his vocabulary is markedly less imaginative, the tone and quality of his voice become flat. There are many possible reasons for this: among them, the overweighting of the curriculum in favour of the written language; the training of the child's intellect at the expense of his feelings and his imagination; and future examinations casting their shadows before. But, whatever the cause, something of this kind appears to take place in the majority of junior schools.

In the senior, and particularly in the secondary school, this gradual atrophying of the power of speech is even more noticeable. As the Norwood Report said: "too many pupils show marked inability to present ideas clearly to themselves, to arrange them and to express them clearly on paper or in speech; they read without sure grasp of what they read, and they are too often at a loss in communicating what they wish to communicate in clear and simple sentences and in expressive and audible tone". That is a very strong indictment. It means that after many years of education children leave school incapable of expressing their ideas. The chief means of communication in daily life has become inefficient through lack of adequate training and through lack of use. One would also suggest that their inability to think clearly is due, in a large measure, to the same cause. We have noticed how adults have gained in their power to think clearly from the discussion groups which have sprung up since the war. Children would undoubtedly gain in the same way. And may not the lack of any "sure grasp of what they read", and the inability to put down sentences on paper, be due to the separation of print and writing from their everyday thought and speech?

So that the immediate problem of speech education seems to be to encourage children to keep the ease and fluency of speech which they have acquired in the infant school, while providing far more opportunities for them to develop it in informal talks, discussions, verse speaking, choral speaking, and drama. There will also have to be a period for actual 'speech training'—the 'donkey-work' of improving voice production, articulation, and so on. But such a class is insufficient in itself. It is useless to have a period in which exercises are practised if speech is seldom put into action. It is like carefully tuning a piano and forgetting to play on it. Moreover, once children are given frequent and interesting opportunities of using speech, they will see the value and purpose of the speech class and begin to benefit by it.

Nothing has been said about 'standard English', because it is so often allowed to get in the way of discussions on speech education. There are few subjects which arouse such prejudice and irrationality. The present writer's opinion is that, whether we like it or not, some form of standard pronunciation (which does not mean uniform and robot speech) will be the inevitable result of the speech machine, just as standard spelling was the result of the printing machine. Until that happens, bilingualism appears to be the solution, for it allows dialect-speakers the type of speech which is effective in their own environment, while also providing them with another type of speech which will be effective *outside* that environment. What is loosely termed 'standard English' will free them from the ties of class and district when they leave school, make for greater equality of opportunity, and be another step towards democracy.

But that is not everybody's view, and our opinions on standard English should not affect in the slightest our general views on speech education. The first essential is to help children to express themselves in every stage of their school life, and to develop their minds and imaginations and powers of appreciation so that they will have more that is worth expressing. The type of pronunciation used, though important, must always be secondary to that.

THE JUNIOR SCHOOL

By H. M. BERRY, Colston's Girls' School, Bristol

BEFORE discussing what is needful in the Junior School we should look at a few facts which may reveal the more general accepted attitude towards this stage of education. It is considered right and proper to provide the nursery-school child with a garden and playground equipped with climb-frames, sand-pit, and other apparatus, and to provide the over-elevens with gardens in which to walk, playing-fields, and a gymnasium, while only too often the junior school has but an asphalt playground bare even of benches, and one hall to serve every purpose. Again, while the nursery school is allowed toys and sense-training apparatus, and the over-elevens specially equipped rooms for craft, science, domestic science, and library reading, the junior school has to be content with practically no specialized equipment.

In the nursery school the size of the group may be that of thirty children with one teacher, and the size of class (not at present possible) for the secondary school is also thirty children; that suggested for the junior range is forty children in each registered class group. These examples show that, generally speaking, the junior school is considered to require less generous staffing, and less generous provision of specialized buildings and equipment than the schools for other age ranges. As we shall show later, it is not that juniors require less attention; we must look elsewhere for our explanation of this miserly attitude

(Continued on page 220)

Digitized by Google

NELSON

The Teaching of English

This famous series now numbers well over 200 volumes, and is constantly growing. The following classifications give some indication of its variety and range.

Text-books and Reference Books, Stories, Romances and Novels, Play Books and Dramatic Literature, Anthologies and Literary Studies, Travel Literature, Prose Books, Poetry Books, "Approach" Books, as well as Books for Teachers.

The books are clearly printed, and bound in blue cloth with gilt lettering, and as regards both their format and their contents, they, as the *Daily Telegraph* says, *can* form "*the nucleus of a library*". Each volume is edited by an expert in his own field.

The Senior Volumes are now **1s. 9d.** *each*

Nelson's Aeroscience Manuals

"A series of Aeroscience Manuals designed to cover the whole field of the sciences underlying the principles of aeronautics. The authors include some of the foremost scientists and teachers of the present day."—*Belfast News Letter.*

The series is under the general editorship of PROFESSOR H. LEVY. The large number of exercises and diagrams makes the series suitable for individual as well as for class work. Each **5s.** net

ALREADY PUBLISHED

Elementary Mathematics
Professor H. Levy

Elementary Statistics
Professor H. Levy, M.A., D.Sc., & E. E. Preide, M.Sc.

Chemistry and the Aeroplane
Vernon J. Clancy

Aerodynamics of the Aeroplane
W. L. Cowley

The Men Who Fly
Flt/Lt. Hector Hawton

Weather Study
D. Brunt, F.R.S.

Night Bombing
Flt/Lt. Hector Hawton

Air Navigation
E. R. Hamilton

Basic Radio
C. L. Boltz

Modern Trigonometry
M. J. G. Hearley

Mechanical Physics
Professor H. Dingle

Sub-Atomic Physics
Professor H. Dingle

★

Play Way English for To-day

D. A. BEACOCK, M.A.

"Caldwell Cook's work at the Perse School was a source of inspiration to many hundreds of teachers. This story of his life, written by one of his pupils, is particularly valuable because it contains, in addition to biographical details, an account of his Play Way methods in the classroom."—*Times Educational Supplement. Illustrated.* **8s. 6d.** net

Nelson Books on Speech Education

To-day, when national leaders number their audiences not by thousands but by hundreds of millions, the tongue is as mighty as pen or sword. The radio and the talking film have made every body "voice-conscious", and the importance of teaching children how to speak correctly is now universally recognized. Nelson's catalogue contains not only many Plays and Drama books, but several important works on Speech Training.

Our Spoken Language

PROFESSOR LLOYD JAMES

There was no greater authority on the speaking of English than the late Professor Lloyd James. This volume on the study of the human speech without phonetics should be in the hands of every student and teacher of speech training. It has become a standard work. **2s. 6d.** net

The Way to Good Speech

BARBARA STOREY

With an Introduction by MARJORIE I. A. GULLEN.

This practical book makes an invaluable contribution to speech training, and gives much useful advice and instruction. **3s. 6d.** net

The Music of Poetry

ALFRED H. BODY, B.A., M.Ed.

An original new method of great simplicity for teaching the choral speaking of verse by the aid of musical notation. It is combined with a splendid anthology of English poetry and a set of Dramatic Rhythms. *Teachers' Manual*, **6s.** *net.*

Poetry Section, **5s.**
Dramatic Rhythm Section, **2s.** *Words only*, **1s. 8d.**

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

towards them. Perhaps the explanation lies in the history of the elementary school, for it was originally for children of the junior age-range that compulsory education was first provided. The education was limited in the main to mass instruction in the three R.s, by the method of learning and rigid discipline, and the children were expected passively to receive what was given. Since the junior school stage is still the age at which these essential skills should be taught and learnt, perhaps this traditional method and attitude of mind still linger. In some instances fears of jeopardizing any one's chance in the special place examination may have limited experiment and change.

The characteristics of children at different stages call for different attitudes in the adult. The helplessness of little children calls out for the best efforts of the maternal type of woman; the results which may be obtained in the way of academic success, practical skill, and athletic prowess provide a satisfaction for the teacher of the secondary stage. Moreover, the infant cannot be coerced unduly into doing things against his nature, or if he is, his protest in the way of screams, misery, or tantrums makes it extremely tiresome and inconvenient for the adult. On the other hand, if the adolescent is not well managed, he too has both the obstinacy and the cunning to give the teacher a very bad time. In comparison with these, the junior is amenable; he is very open to suggestion, very dependent on adult approbation, not so large physically as the senior, and less adroit at getting under the skin of an unsympathetic adult—in fact, juniors can be badly handled with less possibility of effective retaliation.

Finally, it has been my experience that fewer adults are genuinely sympathetic to the junior age, with its abundant physical energy, the demands of its curiosity, and its lack of skill and control, than they are either to the younger children or to the adolescents.

Children at the junior school stage have not yet had time or experience to organize their energy and to gain the necessary kinds of control—school is one of the agencies which must meet their eagerness, providing outlets for it, arranging for them to use their curiosity, to explore in all directions, to gain the necessary skills, and to feel and accept willingly the discipline of circumstances, including that of learning, until they come to fuller measure of self-control and capacity for co-operation.

How can this be achieved? Their need for physical outlet must be met in a variety of ways. There is a physical component in very many activities, such as environmental study, crafts, especially woodwork and modelling, gardening and dramatics, to name but a few. While a balance must be kept between the more strenuous physical activities and the less physically energetic times of quiet listening and sedentary work, yet, if the class-room is really the workshop it should be, there will not be the need for long periods of sitting with its consequent irritation and fidgeting. Space is essential, space indoors and out of doors. The playground, grass as well as asphalt, should have apparatus more challenging than that of the nursery school for climbing, swinging, and jumping. Once we realize the necessity there is no end to the possibilities—since few schools yet make use of commando nets for scrambling over walls. All this is not merely to allow children to 'let off steam', but rather to allow them to gain muscular control in the most natural way, and to develop the self-respect and satisfaction that come from physical prowess and physical courage. Space is needed for games—at first games with an element of phantasy appeal, Indians, cowboys, and the like, and the garden should provide hide-outs in the way of bushes and sheds. Only in the last year or so of the junior school are the children ready for organized games. There is little need to emphasize the importance of more formal physical training, for few schools are without this, but the importance of dancing is less widely recognized. Dancing should evolve at first from children's natural rhythms, leading to the interpretation of music in movement. This can evoke a sensitive response and individual expression.

Children also need to express themselves in 'doing and making', whether the making takes the forms of handwork—wood and clay seem to appeal especially—or in the making up of plays, pictures, or musical composition. Once a child has tried to do these things himself he is the more interested and appreciative of the work of the masters, and can be brought to hear and see and feel their meaning more fully.

How far children are ready and able to express themselves in these ways depends not only on individual talent but also on the richness of their experience at their own level. It is here that active response to all that is within their environment is so imperative. It is not easy to provide for this, and time is so needed, when it has been provided, for it to take effect. It is not possible to be explicit about the way in which a school working on the principle of free activity builds up its corporate attitude and purposes, but from experience one knows that this blossoming of expression forms slowly but surely once the conditions for its growth are there.

The richness of the children's experience must depend partly on the attitude to factual learning. How can a child best gain facts? He can be made the passive recipient of second-hand knowledge by class instruction and the use of text-books. There is a place for such instruction and reading, but it will be more effective if the child is first aware of its purpose for himself. His curiosity leads him to have many interests. The neighbourhood, its people and their activities past and present, the plant and animal world all provide a stimulus. The child should be encouraged to explore, observe, and discover facts for himself. Then he must be helped to reorganize the knowledge he has gained and to extend it through instruction and reading. Where time is allowed for free discussion of what children have said and heard it soon becomes apparent what lines of interest they can profitably follow up. All such work demands an adequate reference library of books within the grasp of the children.

Through such work also the need for the skills of learning becomes apparent to the child. He has a purpose of his own for which to read, write, and reckon. Moreover, his self-respect and the desire to grow up urge him to gain these skills. The approach must be one which follows his natural incentives—some junior school programmes are so overweighted with work in the three R's that the child tires of this work. Often the standard set is so high that the child of mediocre ability is discouraged by his apparent failure.

Much work has been done on the methods of teaching reading, writing, and arithmetic. Much still needs to be done if we are to know at which age and stage these methods are most effective. Certain it is that the gaining of these skills is our individual matter. While class instruction is useful to introduce a new process or a piece of learning, even more important are times set aside for practice, with

(*Continued on page 222*)

Digitized by Google

HARRAP BOOKS

EXAMPLES IN ENGINEERING MATHEMATICS

S. H. Glenister and J. F. Middleton

"This book is intended for the use of students in First-Year Senior National Certificate courses. The examples are well chosen and have a distinctly practical aspect; they will be appreciated by students and will be useful to mathematicians who have to teach engineers."—*Mathematical Gazette.*

"The examples have been carefully prepared, well arranged and well printed, and are highly recommended to those who need such a collection."—*Times Educational Supplement.* **3s.**

EXERCISES IN PRACTICAL BUSINESS ARITHMETIC

H. F. Hemstock

"This contains a large number of graded exercises on cost calculations, percentages, invoices, business statistics, and so on. Some useful questions to be answered mentally are included. Intended for students of School Certificate standard preparing for a business career, the book should prove serviceable in ensuring rapidity and accuracy."—*A.M.A.* **2s. 6d.**

A COURSE IN GEOMETRY

J. L. Latimer, M.A., and T. Smith, B.Sc.

A deductive course in Geometry up to School Certificate standard. It is thoroughly practical and up to date throughout and has been much commended for its common-sense features. Complete **4s. 6d.**; with answers **5s.** In parts **2s. 6d.** each

MATHEMATICAL BIOLOGY

Prof. V. A. Kostitzin. Translated by T. H. Savory, M.A.

"The author has summarized the researches already carried out in this field and explains the results and methods in a simple and illuminating manner. This original and fascinating book may be most warmly recommended: it will delight biologists who are not afraid of mathematics, and mathematicians who do not believe that the sole aim of mathematics is to enunciate formulae."—*Journal of Education.* **7s. 6d. net**

GEOGRAPHY PICTURE SUMMARIES

Twenty sets of attractive illustrations with full descriptions. There are 32 pictures to each set, dealing by regions with the world, its people, and their occupations. The series therefore gives a very thorough survey and can be used for individual work or for the epidiascope. **1s. 6d.** (plus **1s. 3d.** Purchase Tax) per set

PICTORIAL CHARTS

Most useful visual aids for class work and discussion groups. They present pictorially the outstanding facts of selected subjects—the U.S.A., Britain's Early Industries, The Colonies, &c. Published by Pictorial Charts. Trade and School inquiries to George G. Harrap & Co. Ltd.

GEORGE G. HARRAP & CO. LTD.

182 High Holborn
London W.C.1

Digitized by Google

ample opportunity for the teacher to help the individual. The three traditional skills are not the only ones which need to acquire attention. Even more imperative is the need for training in oral expression and habits of good speech, the gaining of an adequate vocabulary and its correct use. Habits of active, purposeful listening, whether to the speaker who is present or to voices over the air, do not come without practice and direction. All the newer visual aids, including the cinema film, need direction for their best use.

Underlying these suggestions are the principles of an integrated curriculum, working to an undifferentiated time-table, so far as is practicable, with opportunities for individual work and tutoring as well as class instruction, and for active participation in various occupations, with co-operation as the keynote. Only if a school has this vitality and freedom of a real community can it give the child the chance to imbibe and practise the virtues of social life and the chance to gain self-control.

To restrict the work of the junior school by denying it sufficient and suitable staff, adequate buildings, amenities, and equipment is obviously unsound and in the long run uneconomic. Unless they are well prepared how can children make the most of what the new set-up of secondary education has to offer? Too often at present all but the few, who are either of a literary or submissive type, are bored by school before they reach the secondary stage. It is palpably stupid to allow conditions which do not give children the opportunity of making the most of their innate capacity for living and learning. If they have had the opportunities to develop their individual prowess, to gain knowledge through experience, sensitive awareness through many activities, and skills through their progressive use, they will be ready to make the best of one or other type of secondary school.

We can but hope that opinion on what is needed at the junior stage will become enlightened; that the authorities will feel the necessity to put into practice what has long been advocated by the few who possess a sure knowledge of this stage of education such as is shown in *The Primary School Report* and other publications, that this in its turn may lead to further knowledge and practice which will allow the child to make the most of these years for his present fulfilment and future development.

CORRESPONDENCE

PLATO'S *REPUBLIC* AND GERMAN EDUCATION

SIR,—The two powerful articles, contributed to your last issue by Professor G. C. Field and Dr. C. E. M. Joad, together with the previous letters from Mr. Garforth and Mr. McNicholas, make us feel somewhat lonely. We seek comfort, however, in the thought that quite possibly a Gallup Poll might show that many of your readers agree with our description of, and analytical remarks on, Plato's *Republic*, though they have not yet written to you.

We see with pleasure that, to some degree, our critics answer one another's arguments—a point which can have escaped no attentive reader. Prof. Field, for example, says that no one in this country (was he quite serious?) accepts Plato as authoritative. But obviously Mr. Garforth and Mr. McNicholas—not to mention Dr. Joad—do so take him, however they may feel inclined to disclaim having done so. We would also ask Prof. Field to reconsider his opinion that we have merely misunderstood Plato. Perhaps it is because we understand Plato's position that we characterize it as anti-democratic and inhuman from the point of view of Western standards.

We cannot, we fear, ask you to spare the room that would allow us to analyse at length the two articles. We must content ourselves by selecting a few of the most striking disagreements and explaining why we continue to hold our previous opinion unrepentant and unabashed. Readers who are interested may, however, be referred to Wieland's *Aristipp* in which he describes Plato's Republic from a democratic and cosmopolitan standpoint. In that book, first published in the eighteenth century, they will find many of Prof. Field's and Dr. Joad's arguments anticipated and answered. Incidentally, Wieland's point of view is very similar to our own, for our line of criticism is not nearly as recent as Prof. Field hints.

We readily agree, of course, that no word used by Plato was used by him with the same connotation as our words have now—that is true of Shakespeare's English, too. Nevertheless, he speaks sufficiently of breeding and mating for us to say that he is interested in breeding 'pure-gold' offspring as aspirants to a ruling group. The Nazis, too, say they are not interested in ancestry as such, but only in the qualities likely to be associated with the right kind of ancestry. The Guardians in the *Republic*, when properly selected, are of better race than the rest of the population—gold, not silver or iron—just as the pupils in the *Ordensburgen* are supposed to be. And does Prof. Field seriously suggest that Plato did not consider Hellenic nations as a higher race than the Barbarians? But there we go again—comparing certain Platonic and Nazi views!

We were chided for not taking sufficiently into account the social and historical circumstances which decisively influenced Plato. Apparently the argument is that, if we only remember that to him a State without slavery was unthinkable, &c., we shall see why he wrote as he did. *Tout comprendre, c'est tout pardonner.* Is it? One may understand completely why and how rattlesnakes bite, and yet consider them unpleasing animals not really suitable as pets for young people—and not really suitable either as specimens for observation by young students of zoology.

The argument, however, might have point if it were found that all Greeks held views like Plato's. But, before Plato, Thucydides presented attitudes which, particularly in Pericles' Funeral Speech, are in harmony with our modern democratic standards. And after Plato came Alexander who actively encouraged marriage between Greek and Barbarian, instead of forbidding it. Does Prof. Field assume that in Plato's time there were no democratic and cosmopolitan persons? Of course there were, just as there are to-day, even though *Mein Kampf* is a work which will probably be described by philosophers in years to come as a book to be interpreted in the light of the social and historical circumstances of the twentieth century and as being in harmony with the situation in the years 1920–1940.

(*Continued on page 224*)

Digitized by Google

Of Concern to Teachers (3)

The following information as to stocks of the modern language publications of Ginn and Company Ltd., is given to assist teachers who are now planning their courses and books for the session 1945-6. The publishers regret the inconvenience caused to teachers by so many books being unavailable, but until there is a substantial increase in the paper allowance for essential school books, and additional labour available for printers and binders, the situation cannot improve.

COURS DE FRANÇAIS

By E. SAXELBY, M.A., *Bolton School*

EN ROUTE.	3s. 6d.	*Reprint just completed. Orders from booksellers are now being filed and will be executed in strict rotation. Customers are advised to place their September order with their bookseller as soon as possible.*
EN MARCHE.	4s. 3d.	*Stocks now available. Make sure of September supplies by ordering now.*
EN FRANCE.	4s. 3d.	*The reprint is expected at the end of May. Orders from booksellers are now being accepted and filed. Early ordering is advisable.*
ENFANTS DE FRANCE.	4s. 9d.	*Reprinting. Supplies expected at end of July. Orders are not at present being accepted. More exact information will be available towards the end of May.*

DEUTSCHES LEBEN

By A. S. MACPHERSON, *Dulwich College*

ERSTER TEIL.	3s. 6d.	*Supplies now available. Order early for September.*
ZWEITER TEIL.	3s. 9d.	*Supplies now available. Order early for September.*
DRITTER TEIL.	4s. 0d.	*Reprinting. Supplies expected at end of May. Orders are now being filed and will be executed in strict rotation.*
LESEBUCH.		*Temporarily out of print, owing to lack of paper for reprint.*

HEUTE ABEND

By MAGDA KELBER

BOOK ONE.	4s. 6d.	*Reprinting. Supplies expected at end of May. Orders are now being filed and will be executed in strict rotation.*
BOOK TWO.		*In preparation. Date of publication uncertain owing to lack of paper.*

Applications for licences to reprint *Mon Livre Book One, A L'Enseigne du Coq* and *Coquerico*, by E. Saxelby, and *Primeras Lecciones* and *Segundas Lecciones de Español*, by C. M. Dorado and M. F. de Laguna have been made but it is feared that even at the best these books will not be available in time for the September term.

The following modern language books have been discontinued for the war period: *Dix Contes Modernes, Contes et Saynètes, Histoires et Jeux; Altes und Neues, Deutsches Leben Lesebuch, Glück Auf; Elementary Spanish Reader, España Pintoresca, Practical Spanish Grammar.*

If you feel that the lack of essential school books is seriously affecting the progress of education in this country, agitate through your Teachers' Association or through your Member of Parliament for more paper and for the release of more labour for book production.

GINN AND COMPANY LTD.
7 Queen Square, London, W.C. 1

Digitized by Google

Prof. Field reproves us, too, for speaking disrespectfully of the generalities to be found in Plato. Actually, we may compare either Nazi institutions and the proposed Platonic institutions, or else the generalities (*e.g. Gemeinnutz geht vor Eigennutz*) in both cases. We decided on the former comparison, for we believe that the most important thing to simple people is precisely what details come out from an argumentative structure. If such people, among whom we count ourselves, dislike the details, then they dislike the whole structure.

Plato, it is true, speaks eloquently of Beauty and Goodness, but, when we examine the details in the *Republic*, we find persecution, deception, hard punishment in a kind of hell, contempt for the people. It would, indeed, interest us to know which details or which institutions proposed by Plato Prof. Field would like to see established. Is it the rule of the philosopher-kings? The plan in the *Republic* is to regard certain persons as experts in taking care of human happiness. This is anti-democratic through and through. In democratic societies no man is looked upon as fit to be the guardian of another's happiness. In them one does not acknowledge expertness in making major decisions as such; they are a matter for the whole people. Experts, indeed, may forecast the many possible consequences of their decisions and these will be carried into effect when ratified by Parliament. Furthermore, in democracies one does not think of possible tests for rulers—for who would test the testers and testing technique? Who tested Churchill and Roosevelt? And how?

But we must turn to Dr. Joad's arguments, which may appear somewhat strange to many democrats. First, we nowhere hinted at reading between lines, but only at reading candidly what was to be found by any naïve and harmless reader not schooled in interpreting away things when they appear in books written by so-called great men. Hitler speaks in generalities, Plato speaks in generalities. Hitler proposed institutions, Plato proposed institutions. We suggested comparing institutions only, and that still seems to us fair, simple, and straightforward. We cannot understand why Dr. Joad suggests that the Rulers in the *Republic* are not soldiers, since in order to become a Ruler one had first to go through the whole military education, getting the taste of blood and becoming inured to the military music, and all the rest of it. Again Dr. Joad tries to give the impression that Plato did no more than provide for a sufficient army, whereas, quite clearly, military education is basic, and the Rulers are all former soldiers, philosophical generals.

What do many people in democratic societies think of war? We suppose they think, as we do, that a society should be organized primarily to foster brotherliness and co-operation and that, as regards preparation for war, we should be prepared to take a risk rather than to sacrifice to it in peace-time the whole life of a free nation. And they believe that, even during a war and particularly during a war, one should try still to be free, kind, and brotherly, and to support any attitude which will help mankind in the future. That much one may attempt without being either a coward or a conscientious objector. Further, democrats of this kind would never think of creating a kind of special class of philosophizing savages who would act as warriors and rulers. Finally, if war does come, one may look at it as a saddening struggle between human beings who may perhaps again become brothers, or one may look upon it as something which will naturally happen between natural enemies. Plato likes this latter way of expressing his feelings, but not Alexander, who thought the Persians were human beings who might form with the Greeks a single community. However, we gladly accept Dr. Joad's dictum that the Nazis and Plato understand such problems better than Neurath and Lauwerys. We were rather proud and pleased to be told that.

Dr. Joad advances yet another argument which we and our friends think it well to repudiate strongly. He seems to imply that during a great war one may well take other cruelties less seriously. Is it not disingenuous, he asks, to find fault with Plato for recommending the killing off of mental and physical defectives at the very moment when we are engaged in the slaughter of sane and healthy human beings by the million? We regret that so well-known a lover of freedom as Dr. Joad should use such an argument. It is a dangerous one, for some Nazis (for instance the brutes in charge of concentration camps) argue as follows: in periods when healthy people have to be sacrificed, one cannot pay attention to sentimental pleas in favour of the weak, the sick, or those of lower race. What Dr. Joad says is, we believe, in harmony with a Platonic attitude, and it is precisely this which many people, and not only in western societies, dislike lock, stock, and barrel. For that attitude pays no attention to the sanctity of each single individual within a society.

Dr. Joad attacks us, too, because he thinks we selected our quotations in a very unfair way. We would propose a simple test, which he or any reader can carry out as easily as we did. Underline in the *Republic* all remarks in which actual institutions or proposals for specific actions are suggested. Then read only the underlined passages. Any impression of unfairness in our choice will then, we think, be removed.

And finally, we would ask Dr. Joad to read again carefully his own last paragraph. Applying what he says to the institutions of Plato's *Republic*, he will arrive just where we stand—and we shall welcome him warmly when he does.

OTTO NEURATH.
Headington, Oxford. J. A. LAUWERYS.

PS.—May we repeat, once again and sadly, that in our article we were *not* concerned with Plato's metaphysics, poetry, logic, or anything else, but only with his proposed institutions? We had no wish to extend or to shift the ground of the discussion—even though we appreciated Prof. Field's wish (if we did not misunderstand him) to move on to the somewhat more humane and tolerant *Laws*.

SIR,—I do not feel inclined to join in the controversy about Plato's *Republic*, though I strongly agree with Neurath. My reason for not joining is that I have a long history of philosophy in the press, which, incidentally, sets out a similar point of view, and I prefer the fuller statement which is possible in a book.

BERTRAND RUSSELL.

Grosvenor Lodge,
Babraham Road,
Cambridge.

SIR,—May I be permitted humbly to offer my congratulations to that redoubtable philosopher, Dr. Joad, who, one felt sure, would sooner or later rise in defence of Plato. Excellent as was his defence however, there are two points towards the end of his argument which are liable to misinterpretation.

(*Continued on page 226*)

Digitized by Google

Planning the new Nursery Schools

Published by arrangement with
The Nursery School Association of Great Britain

This booklet has been prepared for the use of all those who are interested in the new Nursery Schools to be built under the Education Act, 1944. 2s. 6d. net

The Education of Junior Citizens

BRIAN STANLEY

Starting from the assumption that youth work is educational, the author offers a simply written treatise on the principles of Education, but in the setting of the Youth Club and the County College. 3s. 6d. net. *Ready shortly*

Psychology and Practical Life

MARY COLLINS and JAMES DREVER

This volume deals with the practical applications of psychology to problems of Education, Industry, and Social Life. The book is interestingly written and up to date. 6s. 6d. net

Handbook of Vocational Guidance

C. A. OAKLEY and ANGUS MACRAE

This book has been prepared to be used by the greatly increasing number of teachers and others who have begun to advise their pupils leaving Secondary Schools on the choice of their careers. 10s. 6d. net

The Elements of Sociology

F. J. WRIGHT, M.Sc. (Econ.)

A book for the man and woman interested in the social and political development of the modern world, and for the student reading Sociology and kindred subjects for the B.Sc. (Econ.) of the University of London and similar examinations. 6s. 6d. net

UNIVERSITY OF LONDON PRESS LTD.
MALHAM HOUSE BICKLEY, KENT

Digitized by Google

Whether the Fascists hold a pessimistic view of human nature or not I am unable to decide satisfactorily. In so far as they hold the doctrine of the 'superman', I should say they take a very optimistic view of that fortunate section of the community which belongs to the 'master-race'. Of the rest of mankind no doubt they hold a poor opinion. Perhaps, then, one may accept Dr. Joad's assertion that the Fascist estimate of human nature is pessimistic. I find it difficult, however, to agree that Plato shared this view. He does not, says Dr. Joad, believe in progress as understood by the Western democracies. "The ordinary man is and always will be incapable of philosophy." Man must, continues the same writer interpreting Plato, be assisted by means of legislation to govern himself. Are we to conclude then, that in the Western democracies man governs himself without the need for legislation? How are we to understand progress in the West? Surely we must assert emphatically that progress in the Western democracies—as indeed in any other part of the world—depends upon the "legislation framed by the wise and the good" by which man "can be enabled to escape the consequences of his folly and stupidity". Even the best legislators, says Dr. Joad, cannot hope to change man's nature. This is true almost to the point of platitude. The legislation of the Western democracies has never had such an aim consciously. Nor had Plato. This is the point I wish to make. Plato did not believe that legislation could improve man's nature any more than we believe it, because he did not hold a pessimistic view of man any more than we hold such a view. It is not at all certain that he found that the ordinary man "is and always will be incapable of philosophy".

An acquaintance with philosophy was achieved by years of planned education. In theory such philosophy was open to all, to the son of a count or a cobbler. In practice all could not, for obvious reasons, undergo such an intensive course of training as was required to make a study of philosophy. Hence the ablest were chosen from among the children of the State. This does not imply that all those not chosen were essentially and by their very nature incapable of philosophy; but simply that they would grow up without the benefits of the education accorded to the Guardians. To say that a man is not a philosopher is one thing; to say that he cannot be nor ever will be is something quite other. Those selected aspirants to the ruling class are constantly watched and tested to see whether they develop the qualities required for leadership. These trials are tests of the aspirants' character, not of their nature. Plato allows for variations in individual natures, but he does not maintain an essential difference between men. His masterly outline of the four types of state corresponding to four types of men makes this point clear, I think. These men have different aims but are not fundamentally different.

Having outlined what he considers to be Plato's pessimistic view of human nature, Dr. Joad then asks: "Is this so very different from the doctrine of original sin and the view that man's heart is 'desperately wicked' which Christians are supposed to believe?" This might lead one to think that the difference between the Christian doctrine and the 'pessimistic' view on this point is slight. Such a conclusion would be erroneous. What is the doctrine of original sin? Suppose we turn to St. Paul (Rom. v. 12): "Wherefore as by one man sin entered into this world and by sin death; and so death passed upon all men, in whom all have sinned.' Briefly stated it is that through the transgression of the first man, the human race has inherited certain consequences of that 'original sin'. Man in his fallen state has lost that corporal and psychical integrity enjoyed by the first man. His will to good is weakened by concupiscence, his intellect in search of truth dulled. Even among the ancients this belief is encountered: "*Video meliora proboque, deteriora sequor*" (Ovid); "*Vitiis nemo sine nascitur*" (Horace). This doctrine, however, does not maintain that human nature as such, in its physical and created constitution, is evil and "desperately wicked", but merely that it is prone to evil and dominated by passions which can be overcome with energy. The Christian Church through the Fathers opposed the view that man's nature is essentially evil by rejecting the pessimistic teaching of Manichaeism.

Thus it would seem that neither Plato nor the Western democracies take the "pessimistic view" of human nature, but that they agree in maintaining the equality by nature of all men, though allowing for divergencies of character and differences due to education. Since Plato's teaching contains so much that is of value to modern educationists, it is important to be clear on these points. They were not, I think, very clearly developed in Dr. Joad's otherwise admirable article.

(Rev.) P. J. McNICHOLAS.

Becket School,
Westbridgford, Nottingham.

SIR,—It is a sorry day when men are moved to decry that venerable master of living, Socrates. Yet that is what we deplore when they trouble the living waters of his philosophy, seeking mud and finding none. Truly the attack is upon the *Republic*, but, while its voice is the voice of Plato, the spirit is the spirit of Socrates, that philosopher of philosophers, the Christ of Greece, as Shelley called him, unique in that he *lived* his philosophy, putting out what he had to put out not in books or in popular articles in Sunday newspapers, but in his life, and proving that philosophy is a living thing developed by the contact of living minds.

As an ardent admirer of the *Republic*, I feel piqued for the honour of that great work. Nothing would ever persuade me that anything but good, and good of deep and lasting character, could be derived from its study. It is noticed, however, that we are invited "to study it in as simple and naïve a manner" as possible. Is this stipulation sound? Is the enunciation of certain *a priori* simple principles, considered to be correct, to take the place of adequate study? If a great classic is worth reading, it is worth more than a naïve perusal, a method which, as the Rev. P. J. McNicholas points out, seems in this instance to have resulted in conclusions indicating hasty and superficial reading.

The *Republic* being primarily a book of philosophy, its study demands close and thoughtful attention. We should see how Plato arrives at his conclusions before we criticize them, and, as his ideas are often expressed in a manner very different from any we are accustomed to, the study of the book is difficult.

As to any alleged war-mindedness of Plato, what are the actual facts? He shows that the development of material comfort gives rise to war; that the expansion of human wants engenders the desire of aggression. He however immediately passes from aggression, which is the origin of war, to defence, which is its justification. Conquest is nowhere recognized by Plato as the true end for which the State

(*Continued on page 228*)

Digitized by Google

EDWARD ARNOLD LONDON

¶ MUSIC IN EDUCATION

Nearly all Sir George Dyson's songs are published in our *Singing Class Music* series, whose General Editor is Dr. Thomas F. Dunhill. Its 400 unison and part songs are listed and classified in our music catalogue, together with descant songs, mixed-voice works, cantatas, song-books and pianoforte pieces. Any of the songs will be sent on approval to teachers who wish to inspect them with a view to their use in singing classes; or the whole series may be examined at leisure in our showroom.

The late Sir Arthur Somervell once wrote on a postcard: "In my Inspector days I used to say to a school, 'If you don't know what to get, write at random to Arnold: you are sure to get something good. Anyway, you'll get nothing bad.'"

¶ ENGLISH

Six School Plays

By **F. A. M. FORD** and **E. E. WHITE**, M.A. 112 pages. **2s.**

These plays are equally suitable for the stage and for reading and may be simply produced with pupils of 11 to 14; the themes will appeal to children, and there are plenty of characters. They will be useful for Speech Training and Expression.

The Discovery of Poetry

By **P. H. B. LYON**, M.A., Headmaster of Rugby School. 212 pages. **3s.**

"One's first thought is 'If only *I* had read a book like this when I was fifteen'; one's second 'And it would be a good thing if every schoolmaster were made to read it now.'"—*New Statesman.*

Modern Poetry

Edited by **ELIZABETH D'OYLEY.** 160 pages. **2s. 6d.**

A collection of 150 copyright poems by all the best-known writers of to-day, as well as some who deserve to be better known than they are.

¶ HISTORY

Outlines of European History

By **G. BURRELL SMITH**, M.A., lately Headmaster of Sedbergh School. *New (Fifth) Edition* in preparation. Probable price **4s.**

The new edition of this famous History, which we hope to publish in the summer, will cover the years 1789–1939.

Germany, 1815-1890

By **G. BURRELL SMITH**, M.A., lately Headmaster of Sedbergh School. 208 pp. 3 maps and index. **3s. 6d.**

"Thoroughly to be recommended."—*International Affairs.*

"Only rarely is one inclined to dissent from Mr. Smith's sound judgments."—*The Journal of Education.*

France, 1815-1871

By **G. BURRELL SMITH**, M.A. 240 pages. With maps and index. **4s.**

A study of French history from the fall of Napoleon to the birth of the Third Republic, suitable for the School Certificate stage.

¶ MATHEMATICS

Mathematical Test Papers

By **C. J. COZENS**, B.Sc., Senior Maths. Master, Peter Symonds' School, Winchester. Over 900 problems of School Certificate standard, in parallel pairs of papers. **1s. 4d.** Answers, **6d.**

Arithmetical Examples

By **F. A. J. RIVETT**, M.Sc. Three parts, limp cloth, **1s. 6d.**, **1s. 9d.**, and **1s. 9d.** respectively. (With Answers, **3d.** extra in each case.)

These 4,000 examples, carefully graded, and including revision work, should meet every requirement in the first three years of the Secondary School.

¶ SCIENCE

A Junior Physics

By **W. G. ALLANSON**, B.Sc., Senior Science Master, Wigan Grammar School. 251 pages. 266 illustrations. **3s. 3d.**

A course for the first two years, with practical everyday applications introduced wherever possible.

A Junior Chemistry

By **S. R. STUBBS**, M.Sc., Senior Science Master, City of Leeds School. 256 pages. 122 illustrations. **3s. 3d.**

A companion book to *A Junior Physics.*

EDWARD ARNOLD & CO.

LONDON: 41 & 43 MADDOX STREET, W.1

Digitized by Google

should be organized. As to the training of warriors, it must be remembered that sentiments expressed in Greece some 2,000 years ago may not be in harmony with current manners, and Plato himself admitted that his communism could not be realized in practice. In the community of wives, &c., he may well have adopted the common method of exaggerating, or deliberately overdrawing, a particular point in order to accentuate a general principle. His vital message concerns the individual life, not jealously guarded for personal ends, but lived for the general good. In other words, " Except a corn of wheat fall into the ground and die, it abideth alone; but if it die, it bringeth forth much fruit ".

Regret is expressed that the *Republic* teaches nothing about the human background required " for government of the people, by the people, and for the people ". We are weary of this *cliché*. Look at home. Is not our system democratic in fancy but oligarchic in fact? Do we not place ourselves in the hands of those we consider our *élite*? Is there indeed any reasonable alternative?

When complaint is made as to a censorship of literature, the arts, and music, we must realize what Plato saw, namely, that those men who represent life in a vivid way which stimulates the imagination of the people are wielders of enormous power, either for the benefit of the people or to their detriment. This view is, of course, irrefragable. Dickens and Thackeray both freely expressed the sense of their responsibility as authors, and attuned their writings accordingly in the most honourable fashion. Plato was concerned with art's influence upon character, on the character of the artist himself, and on the character of those who received his works. Who is lightly to dismiss so important a matter as this? Those of us who have suffered many things from some of our statuary, pictures, literature, and music, may consider his suggestions of the utmost cogency, and, if the jazz shepherds were permitted to play on their merry pipes only outside the city, our joy would be full.

As to " the appalling difficulty " of the re-education of Germany, any idea of withdrawing nationalistic text-books and superseding them by foreign books inculcating views agreeable to ourselves would appear futile. Assume for a moment the position reversed, and this country overrun by enemies. They, determined to extinguish our national proclivities, might veto, say, *Richard II*. " What ", they would say, " can we permit young Englishmen to talk of

' This other Eden, demi-paradise ' ? "

No, they might well feel that such sentiments should be discouraged, so they would forbid them in our colleges, thereby fostering and magnifying the very spirit they wished to quell. It seems reasonable to consider that all our efforts are needed to re-educate ourselves, and that the office of universal re-educators should be left to those heads and hearts aching for it.

Christians who come to despise the *Republic* as entirely anti-Christian may exist, although their existence does not appear probable, at least among the educated and intelligent. Most of us have always, and all sometimes, the misfortune to miss the essentials of life, blundering this way and that, eagerly pursuing phantoms and shadows, only to realize their value after long and bitter experience. And in this present instance we cannot help feeling that those who would depreciate the *Republic* have missed its essential and vitalizing message as it comes floating down the ages, and makes for nobility of character, of will, of soul. Epitomized, it presents the question how to live best, and is a masterpiece of perception, of reasoning, and of literature. To some it seems incredible that anything but the highest honour can be accorded this work when seen as a whole, but, alas! we recall that time of old when a voice came from heaven, and the people that stood by and heard it said that it thundered. It was only a few others who said an angel spake to him.

PAUL H. C. PRENTICE.

Ellerslie,
Bickington, near Barnstaple.

SIR,—Dr. Joad in his article in the April number states that " all civilized peoples have had the sense to hire a corps of professional soldiers to do their fighting for them ". He instances " the decline in gentleness and compassion " of the soldier and adds that " if civilized pursuits are to be possible, the business of fighting must be delegated to professional toughs ". Plato's Guardians (φύλακες), therefore, in time of war preserve both their lives and their morality, while his soldiers (ἐπίκουροι) lose both.

I venture to doubt whether the experience of the last thirty years supports Plato and Joad. The blockade of Germany in 1919 was called off because Lord Plumer, then commanding the ἐπίκουροι on the Rhine, sent a telegram to the φύλακες on the Supreme War Council saying that the ἐπίκουροι were giving away their rations to the women and children of Cologne.

An impartial witness, the late Poet Laureate, Mr. Robert Bridges, described the soldier as

" One compact at heart
Of sterner virtues, and modesty of maintenance,
Mute witness and martyr of spiritual faith, a man
Ready at call to render his life to keep his soul."

ἐπίκουρος, 1914–1918.

SIR,—Dr. Joad considers that " in the eighteenth century France, England, and even Germany reached a higher degree of civilization in the persons of a small governing class than they have since been able to contrive ". This " high degree of civilization in a small governing class " did not move them to thinking " of the ferocity of the law and the corruption of its officers, the cruelty of popular amusements, the bestial drunkenness prevalent among those who could afford it, the passion for dicing and speculation, the scandalous sanitary conditions which would have shamed a Roman city " (see Professor A. E. Richardson, *Georgian England*). These matters received some attention after the Reform Bill of 1832, when power passed from " a small governing class ".

It is, I think, even more questionable whether " the small governing class " of king, nobility, and clergy in France, and of petty princelings in Germany, attained the standards of civilization which Plato desired to see in his Guardians.

CHARLES DOUIE.

94 Lonsdale Road,
Oxford.

SCIENCE IN EDUCATION AND TRAINING

SIR,—Mr. Stott's interesting articles in the March and April numbers of *The Journal* seem to me to do a disservice to the cause of science teaching. It is

(*Continued on page* 230)

Digitized by Google

LONGMANS

MODERN TEACHING, PRACTICE AND TECHNIQUE

By J. H. PANTON, M.A. **8s. 6d.**

This book, written by an author with an extensive and varied experience of education as a teacher, lecturer, examiner, and adviser on training, will prove of great value to all men and women now entering the teaching profession.

It deals with the fundamental problems confronting the beginner, with the techniques appropriate to the various types of teaching, and with problems of discipline and the teacher's own preparation. The treatment is intensely practical, suggestive rather than prescriptive, liberally illustrated by reference to actual school conditions, and on lines which the author has tested out and found effective during his experience of teacher training. Its main object is to assist the student to get the best value out of his teaching practice and to establish his technique upon sound foundations. Special prominence is therefore given to significant modern developments in educational thought and practice.

While the book is addressed primarily to beginners, the underlying educational philosophy which is uncompromisingly democratic in character, and the author's insistence upon a truly professional approach to teaching, make it of great interest to practising teachers and others who have the interests of education and of the profession at heart.

AN INTRODUCTION TO AN ENGLISH HIGHWAY

By A. R. MOON, M.A., and G. H. McKAY, B.A. **2s. 3d.**

"Constitutes an attractive and practical approach to grammar, and provides a series of well-devised questions to test comprehension and appreciation and secure clarity of expression."—*Schoolmaster.*

BRITISH AND FOREIGN HISTORY

By E. H. DANCE, M.A.

BOOK I. CHRISTENDOM AND BEYOND. THE MIDDLE AGES. **3s. 6d.**

BOOK II. NEW EUROPE AND THE NEW WORLD (16TH TO 18TH CENTURY) **3s. 6d.**

BOOK III. THE MODERN WORLD (SINCE THE 18TH CENTURY) **3s. 6d.**

"The foundation of a critical sense is laid by exercises on the Source Readings, carefully chosen and varied, and by questions accompanying the illustrations; some of these break new ground. Linked with charts and diagrammatic maps, they form an integral part of the study planned in this intelligently simple survey of world history."—*The Times Educational Supplement.*

ELEMENTARY GENERAL SCIENCE

Edited by J. M. HARRISON. BOOK I, **4s.** BOOK II, **4s. 6d.** BOOK III, **5s.**

"The author of this series has interlinked the sciences much more successfully than is usual in books on General Science. . . . References to the work of great scientists, to modern industrial practice, and to familiar phenomena of everyday life occur frequently in the text. There are some useful half-tone illustrations and a large number of clear and effective line diagrams. This soundly written and well-produced series should have a good reception."—*The Times Educational Supplement.*

ELEMENTARY MATHEMATICS FOR RADIO STUDENTS

By W. E. FLOOD, M.A. **1s. 6d.** net

Written for those who are not "mathematically minded", or who have not had the opportunity to study advanced mathematics at school, this book explains the elementary methods of calculation which a wireless student requires. It contains over 400 problems and 8 pages of specially prepared tables.

ELEMENTARY ELECTRICITY FOR RADIO STUDENTS

By W. E. FLOOD, M.A. **1s.** net

All who study wireless must know something about Electricity. This book presents the subject in such a way that those with no previous knowledge of electrical theory can acquire a sound background of accurate facts. The text is fully illustrated by line diagrams and ample exercises are included for practice.

LONGMANS, GREEN & CO., LTD., 43 ALBERT DRIVE, LONDON, S.W. 19

Digitized by Google

impossible to answer him fully in a letter, but I should like to comment on some of his statements.

1. "The serious complaints voiced against scientists are not also voiced against those who have taken classics as their choice." Of course not, because it is the classical men who complain, and it never enters their heads to ask whether their own students (or they themselves) are not also often narrow in both interests and ability. After a fairly intimate acquaintance with undergraduates, sixth-form boys, schoolmasters and dons I have no hesitation in saying that, if one takes people of comparable scholarship, for narrowness of outlook mathematicians come first, with classics a good second, while scientists and those who have read philosophy, politics, and economics are at the bottom of the list. If one merely considers sixth forms the order would be different, but all science sixths which I have met have been swollen by future engineers and medicals who are not of sixth-form quality. Most headmasters take good care that material of this type is eliminated from the classical sixth.

2. "In no way does it replace the mental gymnastics involved in Latin or Greek proses. Nor does it bring the pupil into contact with meanings, values, and human feelings," and "Both chemistry and biology are too lacking in mental discipline to provide a truly educative course unaided". "Mental gymnastics" is a meaningless term for an exploded concept which is best left to the classics; no scientist should want to find a substitute for it. I am not quite sure what is meant by the phrase "mental discipline", but, if it means a habit of rigid attention to argument and the meanings of words, it can well be given by biology, *e.g.* in discussions on evolution (though not in the attenuated form in which this appears in the new Cambridge syllabus). As for values, they are the province of religion and philosophy, and any relationship which Latin and Greek may have to them is fortuitous. Human feelings are a matter for psychology and not particularly suited for adolescent study. It is one of the peculiar delusions of the linguist that he is qualified as such to discuss the workings of the mind.

3. "In classics a first class degree can be gained only by a person with first-class ability." Mr. Stott has been more fortunate than I have been in the classical scholars he has known.

4. "Infinitely more value can be derived from studying one or two subjects thoroughly than can be got from a superficial study of several." As a general truth this is doubtful, but even if true it is irrelevant in its application. The object of the non-scientific subjects in the science sixth is surely to extend the pupils' interests as much as possible, and this can best be done by suggesting by-ways which they can explore for themselves. Anything like a formal delimitation of these studies to a restricted period of English history and a play of Shakespeare would defeat their object.

5. "A common syllabus for the Higher School Certificate and University Scholarships." I hope such an unscientific arrangement will never come to pass. It is surprising that people who believe in the experimental method should propose a change which would eliminate this from the examination.

In summary, I cannot see that science is likely to take its proper place in education until scientists are prepared to say—and if necessary to shout from the housetops—that the only difference between a scientific and a classical education is that, while the former is partial but practical, the second is partial and unpractical.

BRUNSDON YAPP.

9 Holywell Street,
Oxford.

A MISTRANSLATION?

SIR,—Though there may be passages in the classics and in poems like "Beowulf" which haven't yet been translated right I don't think Mr. Maw has found one here. It is not simply that Aeneas is "alive" but "alive not unbeloved by the heavenly powers". There is no tautology. But how does Aeneas "now enjoy the winds which have driven him to Carthage"? In retrospect?

R. A. AUTY.

Posiers, Preston Avenue,
Faversham.

SCOTLAND AND NORTHERN IRELAND

EDUCATION (SCOTLAND) BILL

THE revised form of the Education (Scotland) Bill shows some important changes from the original draft which was presented to Parliament last October. A very considerable body of informed opinion has been strongly in favour of a return to the *ad hoc* system of educational administration that obtained before 1929, and although the Secretary of State has not seen fit to bow to this demand, he has effected a clever compromise that is likely to be accepted. At present the Education Committees of the local authorities consist of elected town or county councillors, certain representatives of the Churches, and some co-opted members interested in and conversant with educational matters. In the original Bill it was proposed to limit co-option to the Church representatives, and thus exclude the very type of member whose knowledge, experience, and interest were of the utmost value to the Committee's work. Happily wiser counsels have prevailed, and in the new Bill it is now proposed that, while the Church representatives continue to be nominated as at present, provision will be made for a number of "education members" to be elected by the local government electors in the same way as candidates for the town or county councils. The number of "education members" will vary according to the proposed size of the Education Committee, but it may not exceed two-fifths of the total Committee. They will hold office for three years, and their election will, if possible, take place at the same time as that of the local authority representatives. Thus the *ad hoc* principle is, in part, conceded, and the device of co-option, which has never won favour, is replaced by a plan which at least secures for the "education member" a popular mandate.

There is also in the new Bill a clear delimitation of the functions that cannot be delegated by the local authority to its Education Committee—the raising of money by rate or loan, the approval of estimates and the authorization of expenditure, and the incurring of expenses not previously approved. All other

Continued on page 232)

Digitized by Google

JOHN MURRAY

THE WORK OF MEN

An Introduction to Social and General Geography

By THOMAS PICKLES, B.Sc. The aim here is to provide a Course to bridge the gap between the Primary and the Secondary School, and give a foundation for the study of Geography in the ensuing years in all types of Secondary Schools. The objective is to stimulate interest in the varied aspects of the subject, and to suggest individual and group activities rather than to provide a factual summary of elementary geography. *Fully half the book consists of illustrations and maps, and the exercises are practical in character.* **Recently published, 2s. 9d.**

THE NARRATIVE ART IN VERSE

By NORMAN L. CLAY, B.A. A selection of poems to exhibit the range of narrative art in verse and to encourage the study of the art employed. The Editor brings together the best examples of the many different ways of telling a story in verse. The range is from four lines to the length of " The Ancient Mariner," from Chaucer to living poets, from joke to tragedy, from simplicity to subtlety, from quiet to excitement, from old favourites to fresh material. A set book for Northern Universities S.C. Examination, 1946. **2s. 6d.**

MODERN EUROPE, 1789-1914, AND AFTER

By S. REED BRETT, M.A. This volume has been written expressly for School Certificate and Matriculation candidates. Every effort has been made to simplify the treatment of the subject-matter, firstly by fixing attention almost solely on the " greater " powers, and secondly by, as far as possible, grouping events into topics. **3s. 9d.**

COURS MODERNE—PARTS I AND II

By J. ASCHER, B.A., and H. A. HATFIELD, M.A., Wandsworth School. Part I covers two years' work for pupils beginning French at about the age of 11 years. The course is arranged in sixty-two lessons. *Phonetics* are used in the first twelve lessons and there is complete Lesson Vocabulary, with *phonetic* transcription at the end of the book. Part II provides a systematic *third-year course.* It is arranged in twenty-five sections, with Revision Lessons and Poetry. Part I, **3s.**; Part II, **2s. 6d.**

JUNIOR GENERAL SCIENCE

By A. SUTCLIFFE, M.A., B.Sc., and J. W. CANHAM, M.A. The book is designed for use in the first two years. For those Schools having a complete S.C. Course in this subject it will provide a useful introduction to the more advanced book—*General Science* by Sutcliffe, Canham, and Chapman. Many Schools have a preliminary course of a general nature and then branch off into one or two of the individual science subjects. This book also meets the needs of such a course. With Illustrations. **3s. 6d.**

A BEGINNER'S CHEMISTRY

By CLIFFORD M. JONES, M.Sc. An attempt is here made to build up a beginner's knowledge of Chemistry based on his own experience and the experiments he carries out. The work will cover the First Year's Course in a Secondary School and will be sufficient for the Chemistry Course in Central Schools. With diagrams. **2s. 9d.**

ANATOMY, PHYSIOLOGY AND HYGIENE

By JANET K. RAEBURN, M.A., and H. A. RAEBURN, M.D., &c. For Part I of the Preliminary State Examination for Nurses. It is written primarily for Sixth Form girls intending to take the examination from school, but it is suitable for all entering the Nursing profession. Simple practical exercises are included. Illustrated. **6s.**

50 ALBEMARLE STREET, LONDON, W.1

Digitized by Google

functions, however, may be delegated, but if it so desires a local authority may also retain control of land purchase and sale, the appointment of its Director of Education, the school medical service, and the remuneration and conditions of service of the non-teaching staff.

Fee-paying schools may be continued within certain limits, but only if there is first adequate provision for free primary and secondary education; powers to enforce school attendance are strengthened; and medical treatment in the schools is extended to include preventive services. In assessing an applicant's need for a local authority bursary, all other awards already won in open competition must be excluded from the reckoning, and likewise any awards that the Carnegie Trust may make must also be discounted. These are welcome reforms, for the practice on the part of some local authorities of reducing their bursaries by the amount of these awards was in effect a denial of their proper obligations.

It is to be hoped that the laudable efforts of the Secretary of State to avoid contention by these amendments may reduce substantially the amount of remaining opposition, so that the time required for the passage of the measure through Committee may be materially shortened. Even so, it is hardly likely that a Bill of this size and scope will reach the Statute Book before the summer.

THE CARNEGIE TRUSTS FOR THE SCOTTISH UNIVERSITIES

THE forty-third Annual Report of the Carnegie Trust for the Scottish Universities is of special interest in view of the recent decision to increase the tuition fees of university students, and of the report of the Advisory Council on Education Authority Bursaries, both of which have already been referred to in these notes. Lord Normand, the Chairman of the Trust, in presenting the report made it abundantly clear that the resources at the disposal of the Trust will not allow of any increase in financial assistance in the several faculties, but rather the reverse. With the prospective return of a greater number of students and a fall in the rate of interest, it is more likely than not that the grants will be reduced. Happily, the Advisory Council, in contrast to some local authorities, have viewed the situation in the proper perspective, and have strongly advocated that the grants paid by the different local authorities should be at once on a more liberal scale and of greater uniformity. Further, there is good reason to hope that the Education (Scotland) Bill will empower the Secretary of State to make regulations for the assessment of grants in aid of higher education, and, if so, the present chaotic condition of awards will be removed. From the point of view of the Trust, however, it is more important than ever that former beneficiaries should repay in part at least the sum they have received, and, though it is encouraging to note that recently there have been increased repayments, each of the past two years having trebled the total of tuition fees refunded during each of the previous five years, it is still the case that the number of those who acknowledge their former indebtedness is positively small.

The Trust before the war expended annually a sum of roughly £18,000 on its research scheme, which enabled properly qualified research students to prosecute their particular lines of inquiry. There was some reason to fear, Lord Normand said, that the claims of applied research were now encroaching upon those of pure or fundamental research, for which latter the Trust funds were originally intended. The distribution between pure and applied research cannot, of course, be clear-cut and absolute, but there was a strong tendency to ear-mark research students for large and important scientific or industrial undertakings, and doubtless after the war increased numbers will be required in medical, scientific, industrial, commercial, and economic research. In these circumstances it was all the more necessary to be reminded that, in accordance with the spirit and intention of the Trust Deed, it was their primary duty to assist the universities and technical colleges of Scotland, rather than to train recruits for industry. This end, in Lord Normand's view, could best be achieved, within the narrow financial limits imposed upon them, by concentrating on 'pure research', by selecting their scholars with even greater care than in the past, and by stimulating post-graduate study rather than research so-called at the early stages of a student's career. These are wise words, and point to the need for a thorough reconsideration of the principles governing both the choice of research students and the type of research work they intend to undertake. There is no doubt that in the past much that passed for research was uncertain and futile, and its elimination would set free a larger sum of money for the purpose of assisting mature scholars of proved capability and of the right temperament.

QUEEN'S UNIVERSITY, BELFAST

IN the Northern Ireland Parliament recently, the Minister of Finance (Major the Rt. Hon. J. Maynard Sinclair) said: "The University Grants Committee paid a visit to Queen's University, Belfast, in January last for the purpose of investigating on the spot the financial position of the University, particularly in relation to that of comparable universities in Great Britain. In the light of the Committee's report, which has now come to hand, I propose to seek the approval of the House in the next two financial years to the provision of three additional grants from Government funds to the University. . . . This course will be justified by the relatively small income of Queen's University from sources other than the Exchequer. The additional grants which I propose to recommend to the House are as follows:

"First, a special fixed grant of £80,000 per annum for the next two years. This grant, I suggest, should not be subject to any conditions beyond an understanding that the University authorities will take whatever steps they may consider practicable to increase the revenues of the University from sources other than the Exchequer.

"Secondly, for the same two financial years, a special variable grant which will be related to the increased income of the University from other than Government funds as contrasted with its income from similar sources during the academic year which ended on September 30, 1944. This grant will be subject to a maximum contribution by Government of £20,000 per annum, and the income of the University in respect of which it is proposed that the Government should pay pound for pound will be related to donations and subscriptions; grants by local authorities; and fees, which at present are considerably below the level of fees chargeable in comparable English universities.

"Thirdly, a sum of £50,000 in respect of capital

(Continued on page 234)

Digitized by Google

abc

WILLIAM CAXTON, 1422-91, first introduced to his marvelling countrymen that essential medium for education and culture—the printed word.
It would be Caxton's turn to marvel at the modern developments of printing, nowhere more progressive than in the books presented to a school-child of today—books which delight the eye, stimulate the imagination and satisfy the eager mind of youth.
The E.S.A., too, is proud of its service to schools, preserving a tradition of outstanding quality in design, materials and workmanship.

ESA

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.
181 High Holborn, London, W.C.1 *Telephone*: Holborn 9116
Stevenage, Hertfordshire *Telephone*: Stevenage 500 ★ 101 Wellington Street, Glasgow, C.2 *Telephone*: Central 2369
E/A10

Digitized by Google

expenditure for each of the two years. Here again it is not proposed to prescribe conditions governing this grant, but I am aware that it is the intention of the University authorities to embark on much-needed extensions of the University accommodation as soon as the necessary materials are made available.

" The present proposals are of a purely provisional nature based on the extent to which the University's plans can be carried out during this two-year period. If, however, the University is to be enabled to play its full part in the educational system of the future, it is clear that the major cost of such development will require to be met from State funds, and that the financial requirements are likely to increase rather than diminish in the years following the transitional period now under consideration."

EMPIRE AND FOREIGN NEWS

THE ELEMENTARY SCHOOLS OF DENMARK

By ALBERT OLSEN, Professor of History at Copenhagen University

THROUGHOUT the Middle Ages education in rural districts was in a poor state. The monastic " Latin " schools had as their primary task that of educating the future clergy, and the secular schools, where the teaching language was Danish, did not penetrate beyond the towns. The Reformation improved this state of affairs to some extent, in that a Church Ordinance of 1537 required the village children to be instructed in Luther's catechism. On the whole, however, the teaching amounted to little else but dogmatic grinding and learning by heart. This continued for close on two centuries, but at the beginning of the eighteenth century great schools were started on the Royal Estates in Zealand, and 240 so-called Cavalry Schools were set up in districts where national cavalry units were billeted. A little social history became part of the curriculum, but divinity was still the main subject. For instruction in writing and arithmetic extra fees had to be paid. In 1739 school attendance and the setting up of a certain number of schools became compulsory, but these measures were not by any means put into practice. The teachers continued to be unqualified and badly paid, and the peasants, except the wealthy ones, were far from educated.

Side by side with the great peasants' reforms, culminating in 1788 in the total abolition of the laws tying the Danish peasant to his landlord's domain and in complete freedom from bondage, several progressive landowners started good schools on their estates. In 1789 a " Commission for the Improvement of Danish Schools " was set up. Twenty-five years of proposals and counter-proposals resulted in a compromise, the important Education Act of 1814, the greatest piece of educational legislation in Denmark and still the fundamental law of the Danish elementary school. Divinity, reading, writing, needlework for girls and physical training for boys became the main subjects. The system of clerical inspection was maintained, the vicar becoming *ex officio* the chairman of the School Committee. The other members were mostly the great landowners of the parish and a few local farmers. According to the new Act, the purpose of education was to make the children " good and honest people, in accordance with Christian evangelical doctrine, and impart to them the knowledge necessary for them to become useful citizens in the State ". At the same time, steps were taken to find better teachers, an absolute condition of all real educational progress. In 1791 a training college with a three-year course had been opened. The ideal became that of making the village schoolmaster " the most sensible peasant among the peasants ".

The Bill of 1814 was passed at the end of the Napoleonic Wars, which had lost us Norway, and left Denmark in a state of veritable bankruptcy. There was no money for new schools and more staff, and despite the law school attendance was poor, as the children were needed for work on the land. Although failure to attend was subject to a fine, the schoolmaster received a large proportion of his meagre income in the form of voluntary contributions and was not inclined to enforce the law. As a further saving the " mutual " or " pupil teaching " system came from England and Scotland.

After the introduction of Advisory Estates Assemblies the teachers gradually began criticizing the schools. From 1834 onwards their criticism is voiced in educational journals. The pedagogic thoughts and theories inspired by Grundtvig stood the teachers in good stead. Grundtvig was keenly interested in the schools. His criticism of the " School of Death ", *i.e.* not only the " Latin School " but the entire educational system, brought fresh impulses, which helped to discredit all the grinding and catechizing. The " living word " was given greater scope. During the politically turbulent years in the 1840s the Act of 1814 was proved not to have been without its beneficial effects. The Danish peasant had been mentally equipped to come forward as the spokesman of his own class.

The Constitution of June, 1844, Denmark's first democratic Constitution, laid it down that everybody must be taught, but not necessarily go to school. " Those children whose parents cannot themselves take charge of their education will receive free instruction in the general elementary school." From now on educational reform began to take greater strides. An Act of 1856 improved teachers' salaries and provided for increments for seniority, and pensions were raised by State grants to school funds. The right of patronage and appointment, which had been the privilege of the great landowners, was abolished, and that of nomination devolved upon the parish councils. In 1857 a new three-year training course for teachers with a wide range of subject was made compulsory in addition to one year's practical voluntary work at a school as a condition of admittance to a training college. In 1859 training facilities were provided for school mistresses at urban and general elementary schools, and in 1867 it was laid down that assistant masters in rural schools might be replaced by mistresses. In 1892 the first training college for junior school mistresses was founded. During the latter half of the nineteenth century several training colleges were founded. In 1875 the standards for history of literature, Scandinavian history and geography were raised, and in 1894 and 1913 the entrance examination was stiffened. The new Education Acts in the 1930s provided for more comprehensive training, with special reference to the urban schools, and courses were extended from three

(*Continued on page 286*)

Digitized by Google

CAMBRIDGE BOOKS FOR SCHOOLS

ROMAN PANORAMA A Background for To-day By Humfrey Grose-Hodge

"The book will be a welcome addition to the School Library. It should help those who are learning Latin to enjoy the process." —*Times Educational Supplement.* 14 plates, 3 maps, 19 text illustrations. 8*s.* 6*d.* net

LA ROCHEFOUCAULD Maximes Edited by F. C. Green

"La Rochefoucauld knew men and women at their worst, that is to say, in the theatres of political intrigue and civil strife. No doubt his judgments must have been coloured by the times in which he lived, and it is possible that, had they been less disturbed, he would have formed a different picture of human nature. Whether it would have been a truer picture is open to question." This edition, preceded by the two prose "portraits" of the author, has a full introduction by Professor Green, divided into historical, personal, and critical sections. 7*s.* 6*d.* net

GUY DE MAUPASSANT Choix de Contes Edited by F. C. Green

The reception of Professor F. C. Green's edition of *Quinze Contes* has encouraged the production of this second selection, which contains twenty tales: Boule de Suif; L'Ami Patience; La Maison Tellier; Les Tombales; Histoire d'une Fille de Ferme; Une Partie de Campagne; Miss Harriet; La Ficelle; L'Heritage; Monsieur Parent; Le Père Mongilet; Le Père Amable; Le Trou; Le Diable; Le Rosier de Mme Husson; Une Soirée; Hautot Père et Fils; Duchoux; Après; Là Main d'Ecorche. 8*s.* 6*d.* net

A NEW GEOMETRY By A. W. Siddons and K. S. Snell

It follows closely the recommendations of the recent report of the Mathematical Association, *Second Report on the Teaching of Geometry.* 4*s.* 6*d.* Parts I and III together, 3*s.* "Notes and Answers," separately, 1*s.* 2*d.*

AN INTRODUCTION TO GEOMETRY By A. W. Siddons and K. S. Snell

With coloured plate, 2*s.* 9*d.* Suggestions to the teacher in the use of the book, showing the objects aimed at in each chapter, are given in "Notes and Answers," published separately, 1*s.* 2*d.*

ELEMENTARY ALGEBRA By A. W. Siddons and C. T. Daltry

Part I, 2*s.* 6*d.*; with answers, 2*s.* 9*d.* Part II, 3*s.* 9*d.*; with answers, 4*s.* 3*d.* Part III, 4*s.*; with answers, 4*s.* 6*d.* Parts I and II together, 5*s.* 6*d.*; with answers, 6*s.* Parts II and III together, 6*s.* 6*d.*; with answers, 7*s.* Parts I–III, 9*s.* Answers separately, 2*s.* 9*d.* School Certificate Section, Parts II and III up to, and including, Progressions, without answers, 5*s.*; with answers, 5*s.* 6*d.*

PHYSICS By A. E. E. McKenzie

Hydrostatics and Mechanics, 4*s.* 6*d.* *Heat,* 3*s.* 6*d.* *Light,* 3*s.* 6*d.* *Sound,* 3*s.* 6*d.* *Magnetism and Electricity,* 6*s.*

A MODERN BIOLOGY

By E. J. Holmes and R. D. Gibbs. With a Foreword by R. H. Crowley, M.D.

For Fourth and Fifth Forms in Secondary Schools. Second Edition, 4*s.*

FROM PARAGRAPH TO ESSAY By A. F. Scott

In two parts. 1*s.* 8*d.* each

EUROPE IN THE NINETEENTH CENTURY, A.D. 1789-1914

With a brief survey of events A.D. 1914–1938 By D. G. O. Ayerst

24 full-page maps and diagrams, a biographical dictionary and a dictionary of political terms. 5*s.* 6*d.*

LATIN PROSE COMPOSITION FOR JUNIORS

By C. F. C. Letts and G. M. Jackson 4*s.* 6*d.* Part I, separately, 2*s.* 9*d.* Key, 5*s.* 6*d.*

A PRIMER OF FRENCH COMPOSITION By R. L. Græme Ritchie

162 pages. 2*s.* 3*d.*

CAMBRIDGE UNIVERSITY PRESS

Digitized by Google

to four years. At the beginning of the century salaries had been raised so as to place teachers on a level with the local farmers. In 1919 they gained the right to discuss educational matters with the Ministry of Education.

Teachers in rural areas have played an important part in Danish political and social life, especially in local affairs.

From 1849 onwards the general elementary school came in for a good deal of criticism. The Grundtvigian Free School supporters held that teaching should appeal to feelings rather than to reason. Only the " living word " could rouse the spirit, and homework and examinations ought to be abolished. It was, of course, a total lack of a sense of reality to deprive the teachers of these valuable methods at a time when the peasant was coming into public life and needed concrete knowledge more than anything else. But it was a good thing to attack lack of spirit and mere grinding. In the long run, however, the Free Schools, which had been spreading during the latter half of the nineteenth century, had to yield to the better-organized and better-staffed general elementary schools. Now the Free School has practically disappeared from the country districts, but their educational theories have greatly influenced the standard type of elementary school in Denmark and have paved the way for valuable experiments which have made our elementary schools a living and respected institution in Danish society.

The Education Act of 1856 did not introduce any radical reforms, but it provided for the appointment of an assistant master, if the number of pupils of a particular school exceeded 100. In addition, junior schools could not be set up for children under 9 years of age. Divinity text-books were brought up to date, the importance of history and geography was better understood than before, and in spite of the fear of " materialism " natural science received some recognition. Object lessons were given prominence and a series of pictures made the work easier for teacher and pupil alike. From the 1880s onwards great progress was made, but not in the shape of new legislation. The teaching itself became more lively, and relations between master and pupil improved, though school discipline was still rather strict. With the rising standard of living and the growing democratic spirit went increased public understanding of the importance of the school for life itself in general. As a result, the number of village school teachers of both sexes greatly increased. In 1922 there were 6,600, or one for every forty-two children.

Until 1933 Danish elementary schools were subject to clerical inspection. The Inspection Act of 1933 is really a compromise. The vicar continues to inspect the instruction in divinity, but he is no longer *ex officio* the chairman of the School Committee, membership of which is based on local and general elections, and technical inspection is undertaken by County School Inspectors appointed by the Ministry of Education from among the teachers themselves. Through the creation of Parents' Councils, parents have been given facilities to exercise some influence on and come into closer contact with the daily work of a particular school. Moreover, interest in educational theory has been increasing. In 1937 a new and very important elementary school Act was passed. It is the most thoroughgoing piece of educational legislation since 1814. School attendance from 7 to 14 years of age was retained, and facilities were provided for an additional voluntary eighth year. In order to bring rural schools nearer to the urban schools the Act laid down principles for the splitting up of the rural school into a Basic and a Main School. If two or more schools combine, the latter may be organized as a Central School offering a more comprehensive and specialized type of education than the undivided, isolated rural school can give. Higher standards are required with regard to school premises, gymnasiums, &c. According to the Act, the children should, as far as possible, be taught how to use the qualifications acquired in such a way as to provide themselves with knowledge through books or investigation, calculation, experiments, or observation of nature itself, and learn to fix what has been acquired firmly in their minds by committing it to paper. As far as method is concerned, the teacher has considerable personal freedom.

OVERSEA EDUCATIONAL JOURNALS

By L. J. LEWIS, Colonial Department, University of London Institute of Education

Status of Teachers: The Dominions

THE status of teachers in the Dominions is being given increasing attention and there appears to be increasing recognition of the fact that a sound education system is primarily dependent upon first-class staff. One-teacher schools figured prominently in the debate on the education estimates in the Legislative Assembly of Queensland. In an editorial *The Queensland Teachers' Journal*, November, 1944 (Brisbane), comments: " It seems to us that the only satisfactory solution of the one-teacher school will come when school residences are attached to these schools wherever possible, and when suitable emoluments are paid to those in charge of them. We know of no direction in which education could be more improved in Queensland than by the recognition as specialists of those teachers who have proved themselves outstanding in the management of the one-teacher schools." In Victoria encouragement has been given to student teachers by abolishing the payment of fees by student teachers acting as head teachers for correspondence tuition in Leaving Certificate subjects necessary to complete their courses—*The Education Gazette and Teachers' Aid*, September, 1944 (Melbourne). *The Bulletin of the International Bureau of Education*, No. 71, 1944 (Geneva), reproduces proposals made in British Columbia concerning the retirement of teachers, aiming to retain the services of those able to continue their work beyond the present age limit. The proposals involve an examination by a board consisting of a psychologist, a physician, and at least one of the examinees' professional superiors. Failure to satisfy certain scientific norms would result in automatic superannuation, success would permit of an additional two years' service. The examination may be repeated at two-year intervals.

Special Aids: The Dominions and U.S.A.

The interest in the improvement of the status of teachers is paralleled by increasing interest in the development of special aids. *Progressive Education*, October, 1944 (New York), contains an article on the place of broadcasting in education. It refers to the economic factor which has forced school and college broadcasting stations off the air and suggests that the frequency modulation system of broadcasting offers a new opportunity for non-profit educational institutions. The importance of this line of development is reflected in the publication of a special bulletin on

(*Continued on page* 238)

Digitized by Google

VISUAL EDUCATION

The Graphic Series

Background Exhibition
Classroom Exhibition
Film-Strip
Teaching Film
Background Film
Broadsheet Illustration
Teaching Notes

COMMON GROUND

Educational Graphics
Glebe Place
Chelsea
S.W. 3

Digitized by Google

the subject, " F.M. for Education " by the U.S. Office of Education, which gives a popular explanation of frequency modulation, suggestions for organizing a broadcasting station and how such a station may be used. *The Education Gazette* of Cape Province, September 21, 1944 (Cape Town), is given entirely to School Broadcast Notes—it includes some suggestive material for lessons on South African history which might be reproduced with advantage in a future broadcast to schools series in Britain. The Disney technique in educational films is the subject of an article in *The Social Studies*, December, 1944 (Philadelphia). Special reference is made to a 16 mm. film entitled *The Amazon Awakens*, which incorporates the Disney colour technique and combining live action with animation. The Disney technique has also been employed with great success in a literacy film for use in Mexico. A copy of the latter may be available in this country in the near future. The Report of the Library Service Board (Melbourne) appointed by the Governor of Victoria embodies recommendations for the reorganization of libraries in Victoria which shows a wise valuation of the place of the library in adult and juvenile education. Long and short-range policies of State aid are put forward, covering the training of librarians and increased encouragement for children's libraries.

Secondary Education in U.S.A.

The Bulletin of the National Association of Secondary-School Principals, November, 1944 (Washington), is given to post-war plans for secondary education. A considerable measure of concern is expressed about the need for adjusting secondary-school curricula in terms of war experience and making good the break which has occurred in the secondary education of approximately 6,000,000 young people temporarily engaged in war service. In view of the plans being made in this country for post-war education in aviation, the December issue of *The Bulletin* which deals with aviation education in secondary schools is of particular interest. Six State plans for aviation education are printed, and a bibliography of books and films relevant to aviation studies is supplied.

Student Councils play a much bigger part in the life of schools and colleges in U.S.A. than in this country. As a result of a survey of student council activities in 166 schools, a comprehensive report on the aims and purposes, organization and financing of student councils has been published as the October, 1944, *Bulletin of the National Association of Secondary-School Principals* (Washington). A considerable amount of emphasis is placed upon the " training for democracy " element in student council organization. Co-operative relations between students and school staff are examined and the place of a staff adviser to a student council discussed.

Rural Education

The increasing concern for establishing rural education on a sound basis in this country and in the tropical colonies is paralleled by equal concern in other parts of the world. President Roosevelt addressed a White House Conference on " Rural Education ", which was attended by 230 people representing teaching, farm and labour organizations, public health and government officials, agricultural workers, publishers, and parents. Some of the main proposals, which were a direct response to the President's request that the Conference should offer advice and guidance to the nation in planning education in peacetime, included a request for federal aid for education, co-operation of the organized city teachers in publicizing the needs of rural areas, longer school sessions, larger units of administration, a better system of taxation and support for schools, better qualified teachers and better pay, and the organization of publicity for facts about rural conditions. The full proceedings of the Conference are being published by the National Education Association, Washington —*Wisconsin Journal of Education*, November, 1944 (Madison, Wisconsin). The training of teachers for rural schools is the subject of an article in *Education for Victory*, Vol. 3, No. 9, 1944 (Washington). Attention is drawn to the sociological factors governing the rural teachers' activities and the wide area over which the teachers' contribution to the well-being of the pupil must range. In Uruguay the problems of rural education are being given increasing attention. One feature of particular interest which might be adapted in other countries is the compulsory attendance of pupils of normal schools during the month of November in country schools in order that they may have some knowledge of rural conditions—*Bulletin of the International Bureau of Education*, 4th Qtr., 1943 (Geneva). The same journal also reports a move in the New Brunswick Province for composite rural high schools, and outlines the courses at the Carleton County Vocational School at Woodstock and the Harkin High School, Newcastle. The advantages of the child educated in the central rural school over the city school trained pupil are discussed in an article in *The Clearing House*, November, 1944 (New York). The value of the extra-curricular activities in school farming and their contribution to sex education are examined. A contribution to rural education of a very promising nature comes from the Limousin district in France where, three years ago, the Catholic Action opened two Cottage Homes with the idea of training a rural *élite*. The boys' home is at Puy and the girls' home at Cussac. The boys' home caters for three types of pupil: (*a*) those who attend for five days once a month, continuing their apprenticeship for the rest of the time in the family, doing homework by correspondence; (*b*) permanent boarders; (*c*) ' weekly ' pupils who meet in four large towns where a group of teachers from Puy take it in turns to teach and then organize a " Rural Week ". In addition to teaching the boys agriculture and the girls domestic science, each institution aims to give a complete cultural, humane, social, and religious training—*Renouveaux Pédagogique*, April, 1944. A new publication, from Australia, *The Educational Magazine*, published as a Supplement to *The Victoria Education Gazette*, in its first four numbers, August–November, 1944, has a series of articles on school forestry projects which suggest a line of rural activity applicable to many areas in Britain which have suffered excessive timber cutting on account of war needs.

African Studies in U.S.A.

The many contacts with Africa resulting from the war have created new demands for knowledge of African languages and customs. Recognizing this field of opportunity for service, Fisk University inaugurated in 1943 a programme of studies in African languages and cultures. Dr. Edwin Smith, the distinguished missionary and anthropologist, was visiting professor and adviser. The Rockefeller General Education Board contributed to the expenses of the first year's activities—General Education Board, Annual Report, 1943 (New York).

Digitized by Google

Not for acting, but for impromptu impersonation by the pupil.

A DRAMATISED BIBLE READER

BOOK III

(For use in Schools)

In active process of Preparation

By ELIZABETH G. GRAY, M.A. (Edin. and Oxon.) and JOHN GRAY, B.Sc. (Lond.)

ST. PAUL, THE APOSTLE OF THE GENTILES

This work is not of the nature of a "Play" written for formal dramatic production; it is rather an attempt to present to older pupils the life and work and letters of St. Paul in the realistic form of a dramatized Class Reader, arranged in five Acts:

Act I. **SAUL OF TARSUS**—"A Pharisee of the Pharisees."

Act II. **PAUL, MISSIONARY TO THE GENTILES**—"I will send thee far hence unto the Gentiles."

Act III. **THE GOSPEL REACHES EUROPE**—"Come over into Macedonia and help us"

Act IV. **THE GOSPEL REACHES ROMAN ASIA**—"All who dwelt in 'Asia' heard the word of the Lord."

Act V. **TO PRISON AND TO DEATH**—"For as to life, life to me is Christ; as to death, it is gain."

The thirty-two Scenes, carefully annotated, are linked together by explanatory connecting paragraphs, whose aim is to provide the historical background for a careful study of the growth of the Early Christian Church. A special feature of the work is the brief simplified outlines of Paul's Epistles, each in its proper setting in the life-story of this remarkable personality.

The full volume (including Introduction and Glossary) when completed will also contain 12 maps and over 50 pictures and illustrations.

Already published

Book I. **THE PROMISE AND ITS FULFILMENT** (the story of the Hebrews from Abraham to Joshua, in five Acts). Price **3s.** Also in two separate parts: Book I, Part I—The Patriarchs, **2s. 3d.** Book I, Part 2—Moses and Joshua, **2s.**

Book II. **HEROES, KINGS AND PROPHETS** (the principal stories of the remainder of the Old Testament in the form of a Trilogy). Price **10s. 6d.** Also in three separate parts of three Acts each:

Book II, Part I—The Heroic Period (the Greater Judges, Ruth, Samuel). Price **2s. 6d.**

Book II, Part 2—The (United) Monarchy (Saul, David, Solomon). Price **2s. 6d.**

Book II, Part 3—The Prophets (Elijah and Elisha, Pre-Exilic Prophets and Post-Exilic Prophets). Price **5s.**

LONDON

THE GRANT EDUCATIONAL COMPANY LIMITED

12 CURSITOR STREET, CHANCERY LANE, E.C. 4

Digitized by Google

EDUCATIONAL MEETINGS

THE seventeenth meeting of *The Conference of Allied Ministers of Education* was held at the offices of the Ministry of Education on April 11, 1945, under the chairmanship of the Rt. Hon. R. A. Butler, M.P.

The Conference welcomed Dr. Kefauver on his return from the U.S.A.

The French representative, Professor Vaucher, was accompanied by Monsieur Henraux, Chairman of the French Restitution Committee, and two members of the French Ministry of Education, Inspector Pozzo di Borgo and Monsieur Aymonin, who had made a special visit to London in order to attend. They emphasized the difficulties confronting the French administration owing to the general shortage of school materials.

The Chairman reported that the replies received from Governments on the text of the Tentative Draft Constitution for a United Nations organization for educational and cultural reconstruction indicated substantial agreement with the project for a permanent body. It was, however, very important that any such body should form an organic part of the organization which would emerge from the meetings at San Francisco. The chairman suggested, therefore, that the convening of a general conference to establish the proposed United Nations organization for educational and cultural co-operation should be deferred until after the meetings at San Francisco. This was generally agreed.

Commenting upon conditions in liberated territories, Monsieur Bloch, the Belgian delegate, reported that a special committee had been formed in Belgium to consider educational problems in the areas which had been annexed to Germany during the occupation. The Belgian children in these districts had suffered four years of intensive Nazi propaganda. Monsieur Bloch outlined the consequent educational difficulties now augmented by the arrival of many evacuees from invaded Germany.

The Commission of Inquiry set up by the Conference to consider special educational problems in liberated territories is co-operating with the Belgian authorities in the search for ways and means of dealing with such situations.

THE Annual Conference of *The National Union of Teachers* was held at the Central Hall, Westminster, on April 4 to 6, under the presidency of Miss Isobel Haswell. In her address she remarked that this year April 1 would be "All Schools Day". It marked the beginning of a new era and opened up new worlds for every child. We stood at the gates of a promised land, but had yet to pass through them, and many difficulties had to be surmounted. The country was ready for the changes contemplated, but they must not overlook the fact that the Education Act was only a blue-print of a machine to enable things to be done; the wheels of the machinery had yet to revolve. It was the responsibility of the community to see that desirable and overdue changes were carried out with expedition. This would involve heavy sacrifices, and in some quarters a dangerous cynicism was finding expression. We could not afford to let the Act become a failure.

Their first disappointment was the postponement of the raising of the school-leaving age. Until every school had a leaving age of 16, to talk about equality of opportunity and equality of status was just plain nonsense. There must be parity of conditions in all types of schools, and fees must be abolished in the direct-grant schools. It was essential that all schools should enjoy equal standards of staffing, amenities, school buildings, and equipment. There were other ways of developing personality than by academic education. An entirely new system had to be evolved; one which bridged the gulf between manual and intellectual activity. It was of paramount importance that the people should be capable of clear thinking and independent judgment.

Alongside educational reform should go measures for social security and good housing. All children needed basic security, which meant freedom from want and freedom from fear. Therefore she welcomed the Government's proposals to provide a free midday meal, milk, footwear, and clothing for necessitous children. But when were we going to tackle the problem of the submerged tenth? One hundred and fifty thousand children were not in receipt of normal home care. Hence came the problem of delinquency, which arose largely through neglect of the child in early years. There were still too many slum schools. Race-horses were housed under better conditions than many school-children.

The serious and pressing question of size of classes was still with us. In 1938 there were 42,000 classes with more than forty children on the books and difficulties had been aggravated by war conditions and shortage of teachers. They resented bitterly the existence of these large classes, especially in infant and junior schools.

Miss Haswell also referred to the subject of equal pay, saying that the case for "Equal Pay for Equal Work" was stronger now than ever before; and to the "restlessness amounting nearly to revolt" among teachers owing to the burden of extraneous duties, which was becoming intolerable. In every school there was need for an ancillary service of helpers.

A resolution was passed urging the Ministry and local education authorities to provide projectors and films in all schools. An announcement was made that the N.U.T. Executive propose to urge the appointment of a National Council charged with the responsibility of establishing children's cinemas and theatres throughout the country and supported financially by the Treasury through the Ministry of Education.

Priority for school buildings was also advocated, and the equalization of educational costs as between one locality and another.

AT the Annual Conference of *The National Association of Schoolmasters* held at Blackpool Mr. J. Mason, the president, said that men had no quarrel with their women colleagues. Women could not successfully teach boys of all ages, and the converse was equally true. He expressed grave anxiety about the primary schools with their dreary, inadequate buildings, scanty equipment, overcrowded classes, and the volume of extraneous duties. He would have more confidence in the future if the Ministry had given more tangible evidence of a desire to tackle the problem of staffing in the junior schools. He criticized the threefold division of the new secondary

(*Continued on page 242*)

Digitized by Google

REVISION EXERCISES IN SCHOOL HISTORY

For School Certificate Examinations

Price **10d.** each book, manilla covers

I. **British History to 1485.**
II. **British History, 1422-1783.**
IV. **European History, 1494-1713.**
V. **European History, 1713-1815.**
VI. **European History, 1815-1914.**
VIII. **The British Empire.**

Each book (size 11 in. by 8¼ in.) contains questions with ruled lines for answers and outline maps to be filled in.

A MODERN MAP BOOK

FOR SCHOOL CERTIFICATE

By J. E. ALLISON and E. P. BOON

Price **2s. 9d.**

32 pages of exercises with spaces for answers, photographs, block diagrams, and reproductions in colour from one-inch Ordnance Survey of Peak District, Liverpool-Birkenhead and Salisbury District, and from Land Utilization Survey, Brighton and Bournemouth sheet. The inclusion of these reproductions makes easy the study of the O.S. Map at home.

THE WORLD AND ITS PEOPLES

By E. R. SHEARMUR, B.Sc.

An interesting account of the climatic regions of the world, followed by a picture of life in Britain as the typical industrial State.

Price **3s. 6d.**, bound cloth boards

EXACT KNOWLEDGE TESTS IN GEOGRAPHY

By R. V. TAYLOR

1. The British Isles. 2. The World

Sets of seven outline maps with Test Questions on each map, and answers on separate sheet, in envelope (10 in. × 7½ in.)

Price **5d.** per set

NEW ERA GEOGRAPHIES

For Lower Forms of Secondary Schools

By V. F. SEARSON and FREDERIC EVANS

Vivid descriptions of life and customs, of scenes and scenery, liberally illustrated with photographs, sketch maps, and diagrams, as well as by attractive maps in colours.

THE AMERICAS	Price **4s.**
AUSTRALIA, ASIA, AFRICA	Price **4s.**
SOUTHERN CONTINENTS	Price **4s.**
NORTH AMERICA AND ASIA	Price **4s.**
EUROPE	Price **3s. 6d.**
BRITISH ISLES	Price **3s. 6d.**

MODERN BRITAIN

A School Certificate Geography

By R. S. G. BROCKLEBANK, M.A., Ph.D.

156 pages, with 72 maps and diagrams in the text, 230 exercises and 8 illustrations from photographs.

Price **4s.**, bound cloth boards

Provides a course on the British Isles in the year before the School Certificate Examination. Many questions included have previously been set by examining boards.

LABOUR, MART AND MONEY

An Economic and Industrial History of England

By H. W. SAUNDERS

Part I depicts life in the Middle Ages. Part II views changes in ideas and ways of living in the fifteenth and sixteenth centuries. Part III describes the Agricultural and Industrial Revolutions. Part IV completes the story of Finance and Industry to our own times.

Price **2s. 8d.**, bound cloth boards, illustrated

ADVANCED MODERN ATLAS

138 Coloured Maps and Insets

Statistical Tables and Consulting Index

Suitable for schools taking the School Certificate Examinations.

Price **5s.**, strongly bound cloth boards

W. & A. K. JOHNSTON LIMITED

30 Museum Street, LONDON, W.C. 1, and Edina Works, EDINBURGH

Digitized by Google

system, particularly in its effect on pupils in modern schools. Plans should be made to fit the children, and not the children to fit the plans. It would be more logical to discover what kind of education was best suited to each individual. The grammar school need not be regarded as superior to the technical school merely because it had a tradition. If the new secondary schools were properly to fulfil their function in an industrial democracy, technical education must be regarded as equal in importance to any other branch. Mr. Mason also dwelt on the subject of extraneous duties and the lack of representation of the N.A.S. on the Burnham Committee. Resolutions were passed opposing equal pay and urging that all the ancillary services envisaged in the Education Act should be carried out by special non-teaching staff working under the jurisdiction of the head teacher.

MISS E. H. HAMLYN, in her presidential address to *The National Union of Women Teachers* at Nottingham, said there were many questions still to be discussed in connexion with the secondary stage in education, but the pace of any real improvement must depend on the improvement of present buildings and the provision of new ones, and the service of a large body of teachers of the right calibre. In the interests of democracy, children should be educated in groups small enough for them to enjoy the maximum of freedom without encroaching on the liberty of others. She pleaded that the interests of girls should be weighed equally with those of boys.

The new Burnham scales preserved the former injustice in that increments, maxima and allowances to graduates were lower for women than for men.

A resolution was passed rejecting the findings of the Fleming Report as being reactionary and opposed to the best interests of education. Other resolutions dealt with the educational needs of infants and juniors, and the provision of suitably trained staff for secretarial and domestic work in the schools.

S. B. L.

FROM April 5 to April 7 *The Classical Association* held its annual meeting at Oxford. Will the cynic softly murmur references to the home of lost causes and forsaken beliefs, even unto the end of the quotation, if he can remember it? But the Association, so far from considering itself to be defending a lost cause, was full of vitality and hope. The President (Mr. C. M. Bowra, D.Litt., the Warden of Wadham), was indeed constrained to admit that the number of undergraduates now studying the classics was almost negligible; all subjects but medicine and engineering are in eclipse. But eclipses are temporary, and Mr. Bowra adduced cogent arguments for the study of Greek and Latin. Their monopoly is obviously passed away, but more boys can profit by them than is often supposed. The need for precise reasoning and lucid expression is not confined to the professed scholar; it is indispensable to the medical or engineering or other expert who must make his reports intelligible and convincing to the ordinary person whose business it is to apply them, and for such training Mr. Bowra showed the value of the classics, especially translation and composition. For the languages and modes of thought of most contemporary nations are too much like our own; translation into languages and modes of thought so alien to our own as those of Greece and Rome get behind words and phrases to real meaning. (A distinguished civil servant, by the way, is reputed to have said that he would never trust a departmental circular until he had put it into Thucydidean Greek.) So even on the ground of utility, Mr. Bowra would defend classical studies apart from their literary value. The Vice-Chancellor, Sir Richard Livingstone, in a short address at the reception which he held in the Hall of Christ Church, hoped that the classics would help to defend the English language from the corruption and abuse which threaten it.

Papers were read by Professor Wade-Geary on "Pericles", by Mr. J. D. Dennistone on "Greek Lyric Metre", by Mr. Alton, Provost of T.C.D., on "the *Culex*", and by Dr. Gilbert Murray on "Euripides' Ion and its Consequences". There was also an interesting discussion on the teaching of ancient history in schools.

L. J. M.

THE Annual Conference of *The National Society for Art Education*—the first under its new constitution—was held at Blackpool from April 3 to April 6. After a civic welcome, the President, Mr. E. E. Pullée, gave his address, in which he said that the art student must be widely informed on the real character of contemporary life. At the same time the art teacher must never allow standards of draughtsmanship to be lowered. Mr. Pullée said that, if in the past the Society had seemed to neglect the art teacher in general education, the new constitution made an attempt to remedy this.

Mr. J. Trevelyan, Director of Education for the County of Westmorland, spoke on "Art Education under the new Act". He expressed the opinion that the developments which offered the greatest possibilities in the future were in the field of the nursery schools and in art teaching throughout the whole range of education. At present the latter is gravely handicapped in the elementary schools by large classes, poor premises, and the teachers' consequent lack of opportunities. In the secondary schools there were still too many Heads who did not realize the value of art teaching, whilst the schools of art were seriously penalized by unsatisfactory buildings and equipment. The wider secondary-school range opened up new possibilities in art, and this should be followed up in the county college where the artist could render a great service. Mr. Trevelyan urged his audience to think of adult education in the widest possible terms: it was within their power to break down the barriers between the arts and between town and county. The artist and the art teacher should strive to enrich their neighbourhood with a strong community spirit.

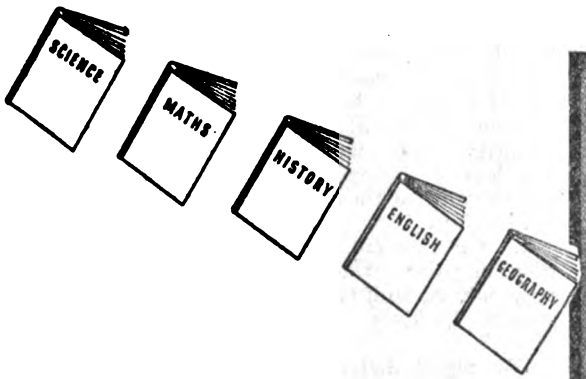
On the following day Mr. Oliver Bell addressed the Conference on "The Film". He said that, whilst we must recognize the film as a basic factor in contemporary civilization, there seemed to be scarcely any understanding of the grammar of film criticism. Apart from the entertainment or documentary film there are many ways in which its use as a visual aid can help the art student: motion can be analysed, records of artists and craftsmen at work can be provided, film-making can employ the abilities of several groups, and film showing can assist as an art study or as a form of general education. Mr. Bell showed many fine examples from some of the best films made during the past twenty years. He was followed by Mr. Paul Sherriff, who described the way in which a film is designed and produced and the place of an art director in the team. He said that there was at present a shortage of artistically minded young people in the industry and that, when it became possible to expand after the war, this shortage would be serious.

Mrs. Beatrice Warde spoke on the "Appreciation

(*Continued on page 244*)

Digitized by Google

Eyes ARE THE MAIN INTAKE OF KNOWLEDGE...



IT has been computed that 75% of acquired knowledge is received through the eyes. The more surprising, then, is the widespread toleration of bad or indifferent LIGHTING in so many of our schools.

If you have any doubts about the lighting in the school for which you are responsible, you are invited to consider the special advantages of Mazda Fluorescent Lamps for the provision at all times of illumination of good daylight quality.

BTH Engineers of the Lighting Advisory Service are qualified to inspect the lighting in any school and to submit a report which will enable you to decide how it is affecting eyesight and general health. In the event of modifications or improvements being necessary, BTH Engineers can design the installation and recommend the most suitable Mazda Lamps and Mazdalux equipment.

MAZDA FLUORESCENT LAMPS
LIGHTING ADVISORY SERVICE
B T-H
The British Thomson-Houston Co. Ltd., Crown House, Aldwych, London, W.C.2.
Lighting Section, Bridle Path, Watford. Tel. Watford 5811.

M4056

Digitized by Google

of Typography ", and Mr. F. P. Goodchild on "Art Education in the Army ". The concluding speaker, Mr. F. R. Yerbury, addressed the Conference on "Architecture and Education ". He said that direct teaching on the appreciation of architecture was far less effective than the influence exerted on young people by orderly and harmonious surroundings—houses, public buildings, and gardens. The interest of children in such a background might be stimulated by lively teaching around the materials used in building, their country of origin, their manufacture, and their proper use. Mr. Yerbury felt that, as housing was likely to have a priority in building for at least five years, that period might be utilized in the training of potential workers in those decorative crafts which, whilst relatively unimportant in domestic work, would be of great value in civic and public buildings.

J. H. B.

AT a meeting of *The Cambridgeshire Committee of the Joint Four Secondary Associations*, held on March 21, 1945, the following resolution was passed unanimously :

That this Committee, representing both ' Direct Grant ' and maintained grammar schools, welcomes the decision of the Ministry of Education to retain ' Direct Grant ' schools, believing that the best interests of the nation will be served by the existence side by side of the two classes of schools.

The Committee also decided unanimously to express its grave concern at the recently declared policy of the Ministry of Education which seems to accord a status to the maintained grammar schools inferior to that contemplated for ' Direct Grant ' grammar schools.

Four matters seem to demand immediate reconsideration :

1. Under paragraph 20 of the Draft Statutory Rules and Orders, the length of the school year in maintained grammar schools must be at least forty weeks ; it appears that ' Direct Grant ' schools are to be allowed to retain the present length of the school year. We think that this addition of two or three weeks will not only increase to a dangerous extent the strain on the staff and senior boys, but will be a grave handicap when vacancies on the staff have to be filled.

2. It appears that ' Direct Grant ' schools will be allowed to pay salaries above the Burnham Scale.

3. ' Direct Grant ' schools will receive grant for all pupils in the senior school between the ages of 10 years and 19 years at the beginning of the educational year. We are informed that maintained schools will not be allowed to admit pupils under the age of 11 at the beginning of the educational year. Although this will be a handicap only to a small minority, that minority contains the ablest pupils. The loss of the extra year may well prove a fatal handicap when they have to compete for university scholarships.

4. ' Direct Grant ' schools will be allowed to retain their preparatory departments ; maintained schools may only do so if those departments are housed in a separate building.

[We regret that lack of space compels us to hold over reports of the meetings of the Science Masters' Association, the Ling Physical Education Association, the National Union of Students, and Youth Service Volunteers. We hope to include these in our next number.—ED.]

PERSONAL NOTES

THE University of Aberdeen has decided to confer in June the honorary degree of Doctor of Laws on Mr. Stanley Unwin. Through a common practice on the Continent, the conferment of such an honour upon a publisher is unusual in Britain. Apart from occasions such as when universities honour those connected with their own presses, this is probably the first time an English publisher has been thus honoured in Great Britain. It is pleasing evidence of the improved status of books, and of the recognition that book-publishing forms an integral and important part of the mental and spiritual life of the nation. Mr. Stanley Unwin is the owner of the firm of George Allen & Unwin, Ltd., Chairman of John Lane the Bodley Head, Ltd., and a director of Methuen & Co., Ltd. He is a Past President of both the Publishers' Association of Great Britain and of the International Publishers' Congress, and comes from a family long connected with printing and publishing.

* * *

Sir John Boyd Orr, D.S.O., M.C., F.R.S., Director of the Rowett Research Institute and Research Lecturer in Physiology of Nutrition, University of Aberdeen, has been elected as Member of Parliament for the Scottish Universities. Sir John is one of our leading authorities on the science of nutrition, his best-known works being *Food, Health, and Income* and *The National Food Supply*. We were glad to publish in *The Journal* for April, 1943, an article by him entitled " Nutrition and Psychology ".

Mr. Ralph Morley, J.P., who was elected the new Vice-President of the National Union of Teachers, began his professional career as a pupil teacher under the old system at Lancastrian School, Chichester. He was trained at the University College, Southampton, and has been in the service of the Southampton Education Committee during his professional career. Mr. Morley has been a member of the Executive of the Union since 1942, and is a member of the Burnham Committee on Teachers' Salaries and of the Court of Governors of the University College, Southampton. For a number of years he was Tutor in Economics and Economic History for the Joint Committee of the Workers' Educational Association and the University College. During the present war, he has been lecturer to the Forces for the Extra-Mural Department of the University College.

* * *

Miss Agnes M. Bozman, M.A. (St. Andrew's University) has been appointed Headmistress of the Manchester High School for Girls from September 1. She succeeds Miss M. G. Clarke, who has been Headmistress for twenty-one years. Miss Bozman is at present Headmistress of Dame Alice Owen's School for Girls, London. She holds an honours degree in mathematics and natural philosophy, and has written two text-books on school mathematics. She is a descendant of Dr. Todhunter, mathematician.

(*Continued on page 246*)

Digitized by Google

Radio Education to be "laid on" like water or gas?

AT present only one-third of the schools in England are able to make use of the B.B.C. broadcasts.

But if the plans of radio engineers for post-war development are realized, all this will be changed. Every school will be able to use radio to bring men, women, and children of all nationalities, and representatives of all trades, professions and arts, into the schoolroom.

Many schools in Britain are already connected by Rediffusion to the B.B.C. studios. They receive their broadcasts through special lines, which first pass through the Rediffusion control room, where any imperfections are removed, and are then relayed by wire to the school itself. There, a simple two-way switch and carefully placed loud-speakers complete the equipment.

The advantages of the system are readily apparent. Many of the broadcasts aim at taking the children through time and space on the magic carpet of radio, and give a greater reality to hundreds of subjects than any text-book can hope to do.

True-to-life reproduction

The whole success of the broadcast depends on the feeling of reality produced in the students' minds. Once this reality is lost, most of the advantages have gone and there can be no quicker way of losing it than through bad reception. Unless the reproduction in the classroom is equal to the production in the studio, most of the effort has been wasted.

The only way of making certain that no distortion or electrical interference will mar the programme is to be connected direct to the studio by private wire. Rediffusion engineers have had many years experience in the correct placing and tone of their loud-speakers, and once they are installed, the school is certain of trouble-free and precise reproduction of the studio performance.

REDIFFUSION

BROADCAST RELAY SERVICES LTD.

VICTORIA STATION HOUSE, VICTORIA ST., LONDON, S.W.1

operates in the following areas

BANGOR (CO. DOWN), BARGOED, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

Mr. H. R. Creswick, of Christ Church, has been elected by the Curators of the Bodleian as Bodley's Librarian. He succeeds Dr. H. H. E. Craster, who is retiring. Mr. Creswick, who in 1938 was elected deputy librarian, is the first Bodley's Librarian with any Cambridge connexion since the appointment of Thomas Hyde, of King's, Cambridge, and Queen's, Oxford, in 1665. He is a graduate of Trinity, Cambridge (B.A. 1925, M.A. 1929), and from 1926 until he came to Bodley he had charge of the early printed books in the Cambridge University Library. He was promoted Under-librarian there in 1938, and took office in Bodley on January 1, 1939, when he was in his thirty-seventh year.

TOPICS AND EVENTS

Clergy in Schools.—Mr. R. A. Butler, speaking at the Sible Hedingham Senior School, Essex, said that he had had discussions with the Archbishops of Canterbury and Westminster in which he made it clear that the present arrangements whereby ministers of religion were employed in certain schools would continue.

Reorganization of the Ministry of Education.—Changes in the internal organization of the Department to facilitate administration under the new Education Act have been announced by the Ministry of Education. Four new administrative Branches have been formed: (1) A school Branch responsible for primary and secondary education with a special Division dealing with nursery education. (2) A Further Education Branch responsible for all forms of further education including technical and adult education and youth welfare. (3) A Teachers' Branch responsible for the supply and training of teachers, including the Emergency Training Scheme, and their approval and probation. (4) An Information and External Relations Branch responsible for public relations work generally, for the Ministry's relations with the Empire and foreign countries, for educational research, including films, broadcasting and similar aids, and for the Ministry's publications.

The Medical Branch will continue to deal with the School Medical Service, special schools, and the provision of meals and milk, while the Welsh Department, under its own Permanent Secretary, will continue to be responsible for education in Wales and Monmouthshire.

There will also be changes in the Inspectorate. The Inspectorate for England has been reorganized in ten instead of nine Divisions with roughly the same boundaries as those of the Civil Defence Regions. In addition to inspection and to other educational activities such as organizing refresher courses for teachers, His Majesty's Inspectors will continue to act in a liaison capacity between the Ministry and local education authorities and other bodies concerned with administration. The new organization is designed to facilitate the assistance they can give to these bodies and to the schools.

There are now six Chief Inspectors for England who, with the Senior Chief Inspector, cover the full range of primary, secondary, and further education, the training of teachers, and educational developments generally. The Inspectorate for Wales, though a separate body with its own Chief Inspector, will continue to work in close collaboration with the Inspectorate for England.

Central Advisory Council for Education (England).—The transition from school to independent life is the first subject to be considered by the Central Advisory Council appointed by the Minister of Education under the Education Act, 1944. The general purpose of the inquiry will be an appreciation and criticism of existing education as a preparation for a useful and satisfying life. The Council has already begun its work and will investigate what it means at present for boys and girls to pass from school life to life in the community. It will examine the content and methods of education in those schools from which the actual transition is made, and proceed to the influence of earlier education from the nursery school onwards, and at the other end of the scale to the special problems of part-time education for young people who have left school. During the temporary absence abroad of the Chairman, Sir Fred Clarke, the meetings of the Council will be under the chairmanship of Mr. W. O. Lester Smith, the Director of Education for Manchester.

Education for Agricultural Employment.—The Joint Advisory Committee on Agricultural Education has now issued its first report on "The Provision in Secondary Schools of Courses Preparatory to Agricultural Employment." The Committee points out that it is vital to the economic and social welfare of the countryside that agriculture and the allied rural industries should get their fair share of the abler and more intelligent pupils passing through the secondary schools, and that at present there is, over the country as a whole, no provision corresponding to the urban technical school for giving boys and girls education preparatory to employment in agriculture and the rural crafts.

The main recommendation of the Committee is that, over and above the general adoption in country schools of a rural bias in education, a more advanced course of training should be provided, as an alternative to the academic education of the grammar school, for the abler boys and girls of a practical bent who wish to make a career on the land and may reasonably aspire to responsible jobs.

In dealing with the curriculum the Committee suggests that in English (or Welsh) some attention could be paid to literary works relating to the countryside which are regarded as classics; in history and geography the inclusion of such topics as the history of agriculture and the influence of physical geography on types of farming, combined with local surveys, is suggested; mathematics could include the arithmetic of farm accounts, simple trigonometry, and surveying.

The practical work in wood and metal should follow ordinary workshop practice but the exercises should be related to the needs of agriculture and the countryside. The study of the combustion engine and its application to agriculture should be included. Instruction in tillage should start in the school garden and, when the knowledge of soil conditions has been acquired, the teaching could be extended to the larger operations necessary in farm practice. Care of farm animals should be closely correlated with elementary

(*Continued on page 248*)

Digitized by Google

THE EVOLUTION OF MODERN ITALY, 1718-1920

A. J. WHYTE, D.Litt.

Illustrated. 18s. net

"Eminently successful. To compress within a little over 250 pages the salient features of two centuries of Italian history is only possible to a writer possessed of great learning and gifted with the faculty of lucid exegesis."

—*The Times Literary Supplement.*

THE TEACHING OF HISTORY

C. H. K. MARTEN 4s. 6d. net

The name Marten has been a hall-mark of history text-book excellence for nearly a generation, and in this little book the author's teaching experience and wisdom are summarized for the benefit of young teachers.

Mr. PEPYS AND HIS MUSIQUE

IRENE BENNET 2s. net

Samuel Pepys, who was himself a "lover of Musique", is the central figure in three episodes. These plays are designed to stimulate interest in the music and instruments—recorders and harpsichord—which he played and enjoyed so thoroughly.

POETRY FOR YOU

C. DAY LEWIS. *Fourth Edition.* 4s. 6d. net

"A modern poet who has had experience as a teacher in school has written this little book to explain what poetry really is and what enjoyment it can give."—*The Times Educational Supplement.*

"This is an excellent book, and should be in every school library, and available to all boys and girls."—*Spectator.*

NOTES TO GOETHE'S POEMS

JAMES BOYD Vol. I. 7s. 6d. net

This, the first of two volumes of Notes to Goethe's Poems, covers the first half of the Goethe anthology, i.e. down to the Italian Journey. The Notes are in the form of short introductions, giving the relevant biographical data, interpretations of the contents as a whole, and appreciations of the poetical qualities of each.

TO WHOM DO SCHOOLS BELONG? W. O. LESTER SMITH

Third Edition, Revised, Ready May.

10s. 6d. net

This edition has been completely revised and contains a new, lengthy chapter on the Butler Act. "A wise, tolerant, and sympathetic book."—*The Manchester Guardian.*

Basil Blackwell • Oxford

METHUEN

ACTUALITY IN SCHOOL

By G. J. CONS and CATHERINE FLETCHER. In this book the neighbourhood in which the children live provides a dynamic approach to the curriculum of the Junior School. Small Crown 8vo. **3s.** net

THE BOYS' GRAMMAR SCHOOL

To-day and To-morrow

By H. DAVIES. This book is concerned with the Secondary School as it has developed since the 1902 Education Act. Chapters are devoted to School Certificate, Religion in Education, Curriculum and Co-Education, among other problems. The recent Act is discussed and some of the author's misgivings are stated. Crown 8vo. **6s.** net

INTELLIGENCE TESTS FOR YOUNG CHILDREN

By Professor C. W. VALENTINE. It is widely recognised now that all children should be tested at least by the Infant School stage. This new collection of tests is intended for children from 2 to 7 or 8 years of age, thus covering the Nursery School, Infant School and early Junior School periods. Crown 8vo. **4s.** net

METHUEN & CO. LTD., 36 Essex Street, London, W.C.2

Digitized by Google

lessons in animal anatomy and physiology. Every opportunity should be taken of visiting farms where up-to-date and progressive agricultural practice may be seen. During the first year of the course one half-day a week of workshop practice and one half-day of farm and garden practice would be enough.

The course should be open to girls. Little difference need be made in the subjects taught to girls during the first year. In the second and third years, the practical work should cover needlework, cookery, preserving fruit and vegetables, simple dairy work, poultry keeping, and gardening.

The Report recognizes that the shortage of teachers will limit the number of courses that can be provided during the next few years, but emphasizes the desirability of experiment and the need of training suitable men and women in sufficient numbers. Special attention is drawn to the importance of choosing staff, and particularly headmasters, who are not only technically qualified but also in temperament and outlook sympathetic towards the ideal of rural education.

The Training of Librarians. — The Kenyon Report, issued in 1927, said, " The qualities, both of character and of knowledge, required of a good librarian are very high. For the large majority of the population the librarian and his staff are the guides who introduce them into the kingdom of knowledge. For such a service no qualifications can be too high, while it is a disaster to the community if they are too low. . . . For the welfare of the library service it is essential to recognize that librarianship is a learned profession ".

The examinations of the Library Association have for many years played their part in maintaining and improving the best standard which could be achieved by entrants in circumstances far from ideal. One University School of Librarianship, evening classes at a few Polytechnics, and postal correspondence courses provided the only formal tuition, so for the great majority part-time study was obligatory. As practically every library assistant has evening duty for three evenings a week, this has meant that for a period of five to seven years his time is so completely occupied between duty and study that he is almost completely cut off from normal social and recreative activities at an age when he most needs them. The Syllabus was under revision at the outbreak of war, and it has now been found possible to combine its recasting with appropriate provision for the needs of the men and women who have been called up. Full-time tuition in librarianship is to be given at a number of technical institutions mostly situated in large cities where a large public library system and a university library are sometimes available for practical demonstrations. For non-graduates success in the Entrance Examination, normally taken after one year of employment in a library, will be required before entry to the course, which will be of one year's duration in preparation for the examination which, after the appropriate experience, qualifies for Associateship. That is the basic qualification for a person holding a position of any responsibility in any type of library. Provision is then made for specialist certificates in various fields: Special Librarianship, Palaeography and Archives, Work with Young People, &c. The Final Examination, which, with further practical experience, qualifies for Fellowship, calls for the candidate's application of his own mature judgment, experience, and developed taste to the material of his professional work.

All educators will welcome this progressive development, for the teacher and the librarian are complementary to each other in providing every citizen with the means of obtaining the full life. With this step and the Proposals of the Library Association for the development of the Public Library Service, the path is now clearly indicated which should in a few years lead to a fully efficient and adequate service of books and bibliographical service readily available to every member of the community.

Advanced Study Courses for Non-graduates. —A new scheme is being started this summer at four of the Women's Colleges at Oxford and Cambridge to offer residence and tuition for a month or six weeks, during July and the first fortnight in August, to a few candidates who would like to make a serious study of a selected subject under the university conditions. The arrangements will be made appropriate to women who are engaged in earning their living, and every assistance will be given to meet their personal circumstances. Individual teaching will be provided by teachers of university standing, and the general lines of study will follow that pursued by an ordinary university student during her first year; in addition, those attending the courses will have the advantage of contact with students reading for degrees during the 'Long' vacation and will enjoy the amenities of college life. Candidates will have to show that they have received an education which will enable them to follow the teaching with profit. Married candidates will be accepted. During the succeeding six or eight months those who have attended the courses will be expected to continue the study of their selected subject by attendance at evening classes (W.E.A. courses, &c.); where these are not available correspondence tuition will be arranged. The general purpose of the scheme is to offer more individual and more intensive study than is possible at a summer school. It is hoped to offer a second year's tuition in 1946–1947. Candidates will be expected where possible to pay their own board and lodging, at the rate of £2 10s. or £2 12s. a week, and also to contribute to the expenses of tuition, for which a round sum will be charged; a fund will be available for those whose salaries or earnings are not on a scale enabling them to meet the expenses or who have special commitments for dependants, &c. The number of places is limited. Possible candidates and others are asked to address their inquiries to the Hon. Secretary of the Advanced Study Courses, Mrs. Eva M. Hubback, Principal of Morley College, 61 Westminster Bridge Road, London, S.E. 1.

Scholarships for Colonial Service Officers. —The trustees of the Nuffield Foundation have agreed to make £30,000 available for the provision of scholarships to enable promising officers of Dominion or Colonial origin in subordinate ranks of the Colonial Service to qualify for promotion, particularly in branches of the service where qualifications in medicine or biological subjects are required. This sum will enable scholarships to be granted during the three years from the beginning of the academic year 1945–1946; they will be open to candidates of either sex and of any race. Awards will be made by the trustees on the recommendation of the Colonial Office and the Colonial Government concerned. In each case the grant will be made on the specific understanding that, subject to obtaining the necessary qualifications during the tenure of the scholarship, and to satisfactory conduct, the candidate will be appointed to a higher grade post in the service.

(*Continued on page 250*)

Digitized by Google

PHILIP

MAP-READING MADE EASY

By Captain C. C. ESSON and G. S. PHILIP, F.R.G.S.

This comprehensive and instructive manual has reached its Seventh Edition. Bearings, use of Prismatic Compass, Contours, Scales and Map References are dealt with in a masterly way, while the most interesting and lucid explanation of this important subject is presented.

The practical application of other subjects—Geometry, Arithmetic, Drawing, &c.—which it encourages, enhances its value for use in schools.

100 pages, with 139 diagrams and illustrations. Size 7½ in. by 9½ in. Manilla covers. 4/9

A SYSTEMATIC GEOGRAPHY

PART I—WORLD RELATIONS

By MARGARET S. WILLIS

Lately University Demonstrator, Department of Geography, University of Cambridge.

296 pages of text, with index. With Maps and Diagrams all specially drawn for this work. Large 8vo. Cloth boards, 6/6

THE GATEWAYS OF COMMERCE

By JAMES FAIRGRIEVE, M.A., and ERNEST YOUNG, B.Sc.

A training in certain fundamental economic questions with geography as the medium of illustration and interpretation. Boards, flush. 3/6

SOVIET RUSSIA IN MAPS

ITS ORIGINS AND DEVELOPMENT

Edited by GEORGE GOODALL, M.A.

An illuminating book of coloured maps with notes. Indispensable to the thorough understanding of all literature on the U.S.S.R. 32 pages in coloured cover. 10 in. by 7½ in. 2/6 net

PHILIPS' CHART OF THE STARS

Edited by E. O. TANCOCK, F.R.A.S.

A Chart of the Middle Heavens surmounting two circular diagrams of the Polar Constellations. The background of the sky is printed in blue, the stars showing white, graded in size. With full and instructive notes. Size 46 in. by 36 in. Paper, folded for pocket, or eyeletted for hanging. 3/6 net.

(Other forms of mounting available. Leaflet free.)

THE "TIME & TIDE" MAP OF THE ATLANTIC CHARTER

Drawn by the well-known pictorial map artist

MACDONALD GILL, F.R.I.B.A.

A magnificent large coloured picture-map of the world, finely and accurately drawn, showing by ingenious symbols and illustrations the principal agricultural and mineral commodities, also various types of shipping on the chief sea-routes. The eight points of the Charter are set out on a scroll at the top of the map in beautiful script.

"Designed by a talented draftsman and is a vigorous and effective work of art. The lesson that it conveys is so vitally important that it **might well be given a prominent place in every school for senior pupils.**"—*The Journal of Education.*

Produced and published by GEORGE PHILIP & SON, LTD. in collaboration with TIME AND TIDE PUBLISHING CO. Size 45 by 35 in. On paper, folded, 5/- net (postage 3d. extra)

Leaflet with reduced photo-facsimile free on request.

GEORGE PHILIP & SON, LTD.

32 FLEET STREET, LONDON, E.C. 4

EXAMINATION SPANISH

By M. F. DUFOUR, B.A., F.I.L.

Pupil's Book, **5s.** Teacher's Book, **6s. 6d.**

A practical course to School Certificate Standard. It is complete in itself and no other books are required except readers. It contains graduated exercises in composition, unseen translation, dictation and grammar, and in addition there are invaluable vocabularies, word lists and test papers. The graded unseens in prose and verse, selected from modern as well as classic authors, are distinguished by their varied interest and humour. The Teacher's Book explains the plan and method of the course, and gives the original stories, the outlines of which appear in the Pupil's Book, a key to the dictations, a collection of unprepared dictations, and a key to all the proses.

Edited by W. BODSWORTH, B.A., and E. G. JAMES, M.A.

LECTURAS MODERNAS FÁCILES

With full vocabulary. *Elementary.* **4s.**

Short extracts in simple conversational style on the more common hobbies, games, sports and pastimes; brief anecdotes and stories; accounts of popular Spanish customs and "fiestas"; and features of modern life, such as the films, theatres and wireless.

CUENTOS MODERNOS

Españoles e Hispano Americanos

With full vocabulary. *Intermediate.* **4s.**

"This collection of Spanish and Spanish-American Stories will be useful to the teacher who requires a varied anthology of Spanish prose and to the student who demands live writings with an excellent vocabulary. . . . The book is excellently edited and printed in large and clear type."—*Times Educational Supplement.*

ZALACAÍN EL AVENTURERO

A Novel by PÍO BAROJA

With full vocabulary. *Advanced.* **6s.**

A novel by a Basque author about his own countryside, a vivid account of the life and adventures of a frontier contrabandist at the height of the Second Carlist War. Valuable as an introduction not only to the language, but also to one of Spain's most influential contemporary writers. Illustrated by R. Baroja.

LECTURAS COMMERCIALES

Edited by G. A. DAVIS, M.A.

With full vocabulary. **3s. 6d.**

A general commercial reader, including descriptive accounts of the branches of trade, industry and agriculture in which students of Spanish are likely to be most interested.

★

A. & C. BLACK, LTD.

4 SOHO SQUARE, LONDON, W. 1

Digitized by Google

Scholarships will be tenable at any university or similar institution in the British Commonwealth and Colonial Empire.

Department of Aeronautical Engineering in the University of Bristol.—A gift of £60,000 by the Bristol Aeroplane Company, Ltd., for the institution of " The Sir George White Chair of Aeronautical Engineering ", named in memory of the founder and first chairman of the Company from 1910 to 1916, has enabled the University of Bristol to institute a Department of Aeronautics in the Faculty of Engineering, which already has Chairs of Mechanical, Civil and Electrical Engineering. In view of the increasing importance of aeronautics the need has been seen both by the University and the Company for the provision of adequate university training in aeronautical engineering, in which equal emphasis is given to this subject as has in the past been given to the other branches of engineering. It will be remembered that the recent recommendations for a College of Aeronautics, which proposed a technological college for a specialized post-graduate purpose, assumed that undergraduate training would already have been secured by the majority of students.

Forces' Educational Broadcasts. — The B.B.C. has been invited by the three fighting services to contribute to their educational schemes during the demobilization period, and has undertaken to broadcast eighteen programmes a week for this special audience. These programmes, which will be in the daytime, will be about twenty minutes in length, and will start shortly after the end of hostilities in Europe. They will deal with a wide range of subjects—literature and music, current affairs and industry, history and geography, citizenship and science—and will employ a variety of production techniques—the discussion, the talk, dramatizations, concerts, interviews and readings. The broadcasts will supplement the work of the service instructors in the class-room, and an inter-services committee will advise the B.B.C. in the planning of them. They will be heard by men and women in the Forces awaiting demobilization both in this country and in occupied territory.

Educational Broadcasts.—A series of ten or eleven weekly talks on Mondays from 7.40 to 8 p.m., entitled " What's the Point ? " began on April 16. Subjects will include History, Philosophy, the Dead Languages, Astronomy, Music, Pictures, Poetry, Ceremonial, and the Historian, the Philosopher, the Astronomer, &c., are being invited to speak for themselves. The talks have been planned with the interests of Discussion Groups in mind. Broadcasts to schools for the summer term include News Commentary and Current Affairs for senior pupils ; " Great Stories from the Past ", chosen from Slavonic sources, for junior pupils ; " How Things Began " (for pupils of 10–14) which this term will deal with the development of civilization in the cities of the Ancient East ; General Science (for pupils of about 13 years) with talks on " The Speed of Sound ", " Bending Light ", " Living Things come only from Living Things ", and " Electricity and Chemistry " ; and Music and the Dance. The complete list of series of Broadcasts to Schools is given in the Summer Term Schedule, and further information is provided in the teachers' leaflets. Copies of the Schedule and leaflets may be obtained from the Secretary, C.C.S.B., 55 Portland Place, London, W. 1.

Broadcasting in America. — We have received six handbooks of the National Broadcasting Company University of the Air. Of these, four are of particular interest to America (North, Central, and South), and two, *We Came This Way* and *The World's Great Novels*, are of universal interest. The former is a historical series devoted to the development of freedom, while the latter is an estimate and critical commentary, in forty broadcasts, ranging from *Don Quixote* (1605) to *The Grapes of Wrath* (1939). It is very stimulating—more especially as it is clearly addressed to adult minds.

The Children's Charter.—The National Union of Teachers has issued an appeal to all parents to do their bit in seeing that their local education authorities make a success of the new Education Act, which they describe as the Children's Charter of the twentieth century. The Act, says the N.U.T., should ultimately have more widespread results on the life of the country and the people than even the introduction of compulsory education in the nineteenth century. The N.U.T. suggests that the following subjects might be discussed at meetings of parents : Curriculum and Equipment, Buildings, Size of Classes, Further Education, Raising of the School Age.

Empire Youth Sunday. — A pamphlet is now available giving full details of the programme for this year's Empire Youth Sunday, to be held on June 10. The immediate purpose of this function, which has taken place every year since 1937, is to establish a closer fellowship and spiritual communion among young people of the British Commonwealth of Nations. All communications should be addressed to the Secretary, Miss L. E. Elliott, Empire Youth Sunday Committee, 21 Bloomsbury Street, London, W.C. 1. The Secretary would be glad to receive details of the observance of Empire Youth Sunday in particular localities, both for future guidance and for inclusion in a Report which it is hoped to publish later in the year.

Institute of Sociology. — A Conference on " School and Society " will be held at St. Hilda's College, Oxford, from Thursday, July 26, to Friday, August 3, 1945. Assuming that no effective civilization is possible without some degree of conscious social unity, the Conference will consider the special value of various subjects as media for synthesis between School and Society. There will also be lectures on Social Skills and discussion as to how far the schools can make use of them at the various grades. Visual education, film strip, puppet show, the documentary film, and local survey methods will be demonstrated. Further information to be obtained on application to the Hon. Organizer, Institute of Sociology, Le Play House, Albert Road, Malvern.

Bingley Vacation Course.—The programme of the thirtieth Summer Vacation Course for Teachers, from July 30 to August 4, at Bingley Training College, is now available. Sir Fred Clarke is to give a course of lectures on " English Education in an Age of Crisis ", and other courses include " Creative Art Teaching ", by Miss Kathleen Allen, " Music ", by Mr. E. Priestley and Mr. J. H. Grayson, " Speech Training and Drama ", by Miss M. G. Barnes and Mr. Charles Thomas, and " Gardening ", by the horticultural instructors of the West Riding County

(*Continued on page 252*)

Digitized by Google

TWO IMPORTANT BOOKS

by

FRED J. SCHONELL, Ph.D., D.Litt.

Professor of Education, University College of Swansea

Just published. Price **6s.** *net*

THE PSYCHOLOGY AND TEACHING OF READING

In this book Dr. Schonell has set down clearly and concisely the methods that research and class-room usage have shown to be most effective in teaching children to read. Teachers, students in training, and parents will find it invaluable as a guide.

The author's researches show that there are very few children who cannot be taught to read, and he outlines a scientific approach to reading that should reduce the number of backward readers in our schools.

New and Revised Edition to be published shortly. Price **20s.** *net*

BACKWARDNESS IN THE BASIC SUBJECTS

Acclaimed as the outstanding book of the century on the diagnosis and treatment of backwardness. The author deals fully with disabilities in reading, spelling, and oral and written English. His practical methods of diagnosis, together with suggested remedial measures, are proving invaluable to psychologist, teacher, and parent.

OLIVER & BOYD LIMITED

Tweeddale Court
Edinburgh

98 Great Russell Street
London, W.C. 1

ARNOLD
LEEDS

Drama and Youth

DIANA CARROLL, *Drama Adviser Y.W.C.A.*
ANTHONY THOMAS, *Drama Adviser N.A.B.C.*

This little book has been specially written for Youth Leaders and others in contact with Youth Groups. It discusses the aims of drama as a club activity, its limitations and its possibilities, and it offers a solution for many of the difficulties that are apt to arise in such circumstances. There are useful and practical hints on production, acting and staging.

1s. net.

Cameo Plays

Edited by GEORGE H. HOLROYD M.A.

A well-known and popular series of plays in miniature. There are ten books, arranged for children of different ages and each containing eight plays. Several well-known dramatists have contributed to the series.

Each book, 10d. In cloth-lined cover, 1s.

The American Story

THE "BEST-SELLER" BOOK ON AMERICA

E. H. CARTER O.B.E. M.A. and G. H. HOLROYD M.A.

Foreword by Professor A. NEWELL

The reception given to this book has exceeded all expectation. The clear, concise style of the narrative and the special picture supplement have everywhere been praised. **2/6**

Library Edition **6/- net**

Send for copy for inspection.

Recently published

The American Song Book

JOHN HORTON

From the wide and rich tradition of America's song, the Editor has collected a miscellany of 27 pieces, some known well, some little. They will be welcomed as a refreshing addition to the school repertory, not only because they illustrate so many phases of their country's development, but also for their tunefulness, their implicit vigour and their native wit. **2/6 net**

E. J. ARNOLD & SON LTD. LEEDS 10

Digitized by Google

Council, directed by the County Agricultural Organizer. Applications for admission should be made, if possible, not later than June, to the Education Officer, County Hall, Wakefield, Yorks.

Divinity Courses.—A note in our March number called attention to two divinity courses which were being organized by the Manchester Reader in Religious Education of Oxford University. Dr. Henderson has now informed us that there are no vacancies for the second course, but that there are still some for the first one—from July 31 to August 7. The subject of the course is " Foundations of Christianity and the Historical Background of the Old and New Testament ". It is to be held at Reed Hall, Exeter.

Ministry of Education Publications.—

Circulars :

No. 29 gives guidance to local education authorities as to the steps which they should take to secure the comprehensive facilities for free medical treatment other than domiciliary which are made obligatory under Section 48 (3) of the Education Act, 1944, for all pupils in schools or county colleges maintained by them. This section of the Act must be considered in relation to the Government's declared intention to introduce a comprehensive health service as part of their reconstruction policy. This national health service will cover school children together with all other members of the household. In the meantime local education authorities must provide or arrange for treatment, and the Circular indicates certain measures to which priority should be given in the transitional period.

No. 31 (Ministry of Health Circular No. 57/45) refers to travel facilities for teachers, helpers, and other transferred staffs. The two free and three partly free journeys are now replaced by three free journeys.

No. 33 states that the quota system for the allocato authorities of newly-qualified teachers is to be continued, and that for 1945 it will apply to all primary and secondary schools, other than special schools, maintained or assisted by local education authorities. The circular gives full particulars of the arrangements for 1945. A memorandum to students in training colleges and University Training Departments describes the quota system.

No. 34 refers to Draft Regulations dealing with the provision of school milk, meals and other refreshments. School meals and milk take a vital place in national policy for the nutrition and well-being of children, and it is now the duty of local education authorities to make these services available for day pupils in all primary, secondary, nursery, and special schools maintained by them. Under the new regulations all authorities must appoint an organizer, well qualified in dietetics and cookery and experienced in the planning, preparation and service of meals on a large scale. Teachers may be called upon to undertake the supervision of dinners on days when the schools are open provided their other educational work is not affected, but suitable and adequate domestic staff must be employed for the preparation and service of the meals.

No. 35 reiterates the appeal made in Circular 1650 a year ago for volunteers willing to cook for school harvest camps. The help of the schools in getting in the harvest will be just as necessary this year as last, and it is hoped that last year's volunteers will again offer their services this year, and that others who could not help last year will this year be able to do so.

No. 36 refers to the Teachers (Superannuation) Act, 1945, which came into operation on April 1, 1945. Its main purpose is to amend the definition of contributory service contained in Section 2 of the Teachers (Superannuation) Act, 1925, in order to bring it into conformity with the terms of the Education Act, 1944. Certain amendments to other provisions of the existing legislation have also been made. The new definition extends contributory service to supplementary teachers, to certain teachers in occupation centres conducted by local authorities under the Mental Deficiency Acts, 1913–1927, and home teachers employed by such authorities ; to youth leaders and youth club wardens employed by local education authorities or by voluntary organizations in receipt of grant from the Minister of Education, and to certain teachers employed by voluntary organizations in occupation centres or as home teachers.

No. 37 accompanies a copy of the draft Regulations governing the payment of grants to local education authorities for the financial year 1945–1946. The regulations include full details of the increased grants already promised by the Minister in the event of the salaries scales for teachers proposed by the Burnham Committee being approved. There will be an immediate increase of 5 in the percentage of Exchequer grant payable to each local education authority in respect of its general educational expenditure. This will be called the " main grant " and the basic percentage for each authority is given in a schedule to the regulations. This grant is adjusted to the financial needs of each area, and will range from just under 34 per cent. for Bournemouth to over 68 per cent. for Merthyr Tydfil. Over and above the main grant, an " additional grant " will be paid to authorities for the poorer and more sparsely populated areas. The amount of the annual grant distributed to authorities maintaining training colleges is to be increased to £100,000. These grants are separate from the Ministry's grants to voluntary training colleges.

No. 38 refers to the employment of school children in agriculture. The arrangements are the same as in 1944 and authorities are reminded of the points specially mentioned in Circular 1651 dated March 30, 1944.

Circular 39 informs local education authorities that the Minister has approved the scales of salaries submitted to him by the Burnham Committees for (*a*) qualified teachers in primary and secondary schools, (*b*) teachers in technical institutions, and (*c*) unqualified and temporary teachers.

No. 42 accompanies copies of correspondence between the Minister and the acting Chairman of the Burnham Committees relating to the Reports on Salary Scales. Certain points regarding the detailed application of the Scales are still under the consideration of the Committees.

Administrative Memoranda :

No. 39 describes arrangements which the Ministry has made with the Machine Tool Control of the Ministry of Supply whereby certain machine tools and equipment required by local education authorities for technical colleges and schools may be supplied from Government surplus stocks before those stocks are offered for disposal through other channels.

No. 40 refers to alterations in the procedure for the submission of monthly returns on Form CC1 relating to the facilities available for children under 5 years of age, and those provided to meet the special needs of children of women in employment.

No. 44 refers to supplies of cutlery, spoons and forks, and scissors.

Digitized by Google

NIVOC AT YOUR SERVICE

EXAMS — A REMINDER

Although any orders marked EXAMS—URGENT are always treated as such, our large stocks of routine apparatus and material are at your disposal NOW, and may enable you to avoid that last minute S. O. S.

W. & J. GEORGE & BECKER LTD
Established 1872

17-29 HATTON WALL, LONDON E.C.1
Telegrams:
BECKER, HATTON WALL, LONDON

157 GT. CHARLES ST., BIRMINGHAM 3
Telegrams:
CHEMISTRY, BIRMINGHAM

LABORATORY FURNISHERS AND MANUFACTURERS OF SCIENTIFIC APPARATUS

THE FUTURE OF ADULT EDUCATION

By JAMES DUDLEY. Pp. 76. *In the press.*

Approximate price, 4*s. net*

This is the report of a group invited by the British Institute of Adult Education to consider, under the chairmanship of Viscount Sankey, " the purpose of and the need for adult education and the possibilities of its further extension ". It is based on the consideration of a large body of evidence from workers in the field of adult education both on the administrative and on the teaching side, under both statutory authorities and voluntary organizations. It emphasizes the need for a wide extension of adult education, both for the enrichment of personal life and as an essential foundation of democratic government; and it suggests the changes in methods and organization by which this extension can be brought about.

OXFORD UNIVERSITY PRESS

Digitized by Google

NEW BOOKS

THE SECRET OF EDUCATIONAL PROGRESS

By C. BIRCHENOUGH, Chief Inspector of Education, Kent Education Committee

A STUDY of the Factors influencing the General Education of the Child during the Pre-school Years[1] appears most opportunely. The demand for women with a measure of educational knowledge and skill for war-time nurseries is insistent. Miss Bowley has rendered a great service in devising an observational record form showing the general development of the pre-school child which cannot fail to deepen understanding, quicken the imagination and direct the observation of students and practising teachers alike. She insists on the necessity of studying the whole development of the child, and the record is devised to bring out the interdependence of all aspects of growth, physical, intellectual, and social emotional. The problem has been to keep it reasonably simple and at the same time record essential details concerning the child's home background, his physical and his intellectual development, his growth in language, the nature of his play, his general emotional development, and his relations with adults and with children.

The broad principle has been to compose rating scales of development such as the teachers can readily deal with. These are supplemented by the use of the Merrill Palmer Scale or the Terman Merrill Revision for estimating mental growth.

The author claims that the record, if fully completed, gives an adequate qualitative estimate of the general development of the pre-school child and that the profiles drawn from the records give an accurate picture of particular children known to her. The qualitative results have to be taken with caution because of the small number of children investigated —118 in all. The language development scale was found to be unreliable. The study stresses the importance of the home and its great informative influence on the feelings and attitudes of children. It embraces children from a variety of social grades. Children from poor homes tended to show a more satisfactory emotional adjustment and greater ease in social adaptation generally than children from comfortable homes, for example, where professional claims prevented mothers from giving a normal amount of personal attention to their children. It is a study which can be warmly commended to the attention of all who are engaged in work with young children.

Teaching the Individual[2] is an interesting attempt to analyse the psychological factors in the learning process. It is based on an intimate study of individual girls during their first and second years at Sarah Lawrence College and on very full reports furnished by parents, contributory schools, members of the college staff, and by tests of various kinds. It is one thing to accept as a principle that education depends on the effort of the learner and that the course of study must be adapted to individual needs, and quite a different matter to say with any certainty what those needs are and how they are to be satisfied. The individual proves to be a very enigmatical person and good teaching a very difficult art. It is impossible to arouse interest in any subject if the student is absorbed in satisfying her own felt needs, especially if they are deep-seated like the needs for security, appreciation, love, mastery, and the like. Because of this the personality of the student and her emotional needs have received special attention in this study of how the unintellectual aspects of personality operate in determining interests, the approach to study, the reaction to discipline, the formation of habits of work, &c. An attempt has been made through a series of case studies to discover patterns of behaviour which may be identified in many students and which may provide a more solid basis for the building of a sound methodology. Just as in medicine a group of symptoms taken together indicate a specific condition of the organism, so by the discovery and study of groups of mental and emotional traits it is hoped that a real insight into the learning process may gradually be obtained.

Two examples of groupings of this sort are given in connexion with what the author describes as the 'rigid' student and the 'scattered' student. The 'rigid' student tends to be earnest, meticulous, hard-working, responsible, idealistic and ambitious, eager for approval, sensitive to criticism, self-controlled, but lacking in spontaneity, in imagination, and in the ability to take hold of her work and to make it her own. She tends to show constant tension and anxiety.

The 'scattered' type, on the other hand, tends to be unusually talented, intelligent, and original, promising much but accomplishing little, erratic and unfocused, intensely emotional but with basic emotional needs unsatisfied. Nevertheless she is capable of developing into an unusually fine woman if properly handled. Numerous individual examples are given by way of illustration.

The author admits that for most of the problems she raises she has no solution. She has written with wisdom and sensitiveness and with great insight into the needs of quite ordinary girls and their difficulties. Any one who reads this book can hardly fail to leave it without his observation and imagination being quickened and without greater sympathy for and a more sensitive understanding of young people. Not a few may be incited to continue an investigation so ably begun by the author.

The Academic Man: a Study in the Sociology of a Profession[3] is a book of great interest to all who are in any way interested in the problems of higher education. It affords the English reader an opportunity of making contact with conditions in American universities and of studying problems and tendencies which have their counterparts in this country. Professor Logan Wilson writes with full inside knowledge and without bias, his purpose being to provide an objective basis for understanding professional life as it exists in the social organization of the contemporary American university. He brings together a wide variety of related material, traces the career of the professor through various levels of the academic hierarchy, deals with problems of tenure, remuneration and status, examines the effects of the steady growth of administrative machinery, discusses the relative values attached to teaching and research from the standpoint of professional advancement, and takes account of the tensions that exist and of the human factors that have to be taken into account in universities as elsewhere. "Entering university work as a life career", he says, "is very much like entering matrimony, so many intangibles are involved that no one knows exactly how it happens. The candidate must choose and be chosen . . . chance and the pressure of circumstances are just as decisive as sentiment and rational choice."

(Continued on page 256)

Digitized by Google

LOUGHBOROUGH COLLEGE

Principal: Dr. H. SCHOFIELD, M.B.E.

FIFTEENTH SUMMER SCHOOL

Head of School: J. W. BRIDGEMAN, B.Sc.

Duration: August 6—31 inclusive

Courses will be held in:

PHYSICAL TRAINING
CRAFTS
TEACHING OF ART
YOUTH SERVICE & SOCIAL STUDIES

A prospectus can be obtained on application to:
The Registrar, Loughborough College, Leics.

SCHOOL APPOINTMENTS

**ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES: SCHOOL SECRETARIES
LADY MATRONS: HOUSEKEEPERS: LADY COOKS**

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT
Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* REGent 2803
CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W. 1

FOR RELIGIOUS TEACHING

New R.E.P. Books offer expert help

For older classes:

THINKING THINGS OUT Talks about God and You
By W. N. CARTER, M.A.
Here is the badly-wanted little book for class-room use on the essentials of the Christian faith, popularly explained. "Of the greatest interest to those who teach, and to all who are willing to think these things through for themselves."—*The Headmaster of Sherborne.*
Cloth covers, price 1/6 net (postage 2d.)

RELIGIOUS TEACHING IN SCHOOLS
By A. C. TOYNE, M.A.
A small book on a big question of urgent and immediate interest—shall the Syllabus deal with Biblical history, &c., or teach the Christian way of life? "This is a great little book that we cannot afford to miss. It should be in the hands of all who have any part in religious education."
The Scottish Educational Journal.
Price 1/6 net (postage 2d.)

ANY BOOK SENT ON APPROVAL ON RECEIPT OF POSTAGE

THE RELIGIOUS EDUCATION PRESS LTD.
Wallington, Surrey

A Valuable Book of Reference for Youth Workers

THE CHRISTIAN YOUTH HANDBOOK

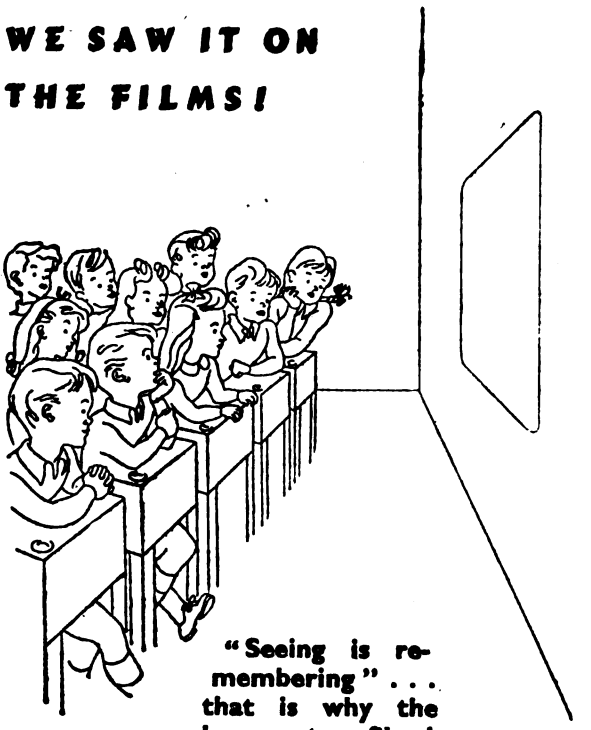
Edited by **SID G. HEDGES**

Contains full details of over 60 Youth Organizations, together with information of Societies and Committees which foster and co-ordinate Youth Work; particulars of Training Courses available for voluntary youth workers; the Youth Work of the Churches, together with much other useful information.
"An encyclopædia of information about Youth Work."—*Methodist Recorder.*

PRICE 2/6 (postage 3d.)

**NATIONAL SUNDAY SCHOOL UNION
104-105 Newgate Street London, E.C. 1**

DULL? NO WE SAW IT ON THE FILMS!



"Seeing is remembering" . . . that is why the documentary film is such a valuable medium for modern education. Intelligent screen representation gives vivid outline to 'serious' subjects, in a manner particularly stimulating to the young mind.

A series of admirable documentary films on social and domestic science, health, food, housing, education and other problems of citizenship, is made available, free, to approved borrowers by the Gas Industry. The latest of these, "Words and Actions," shows democracy at work, yesterday and today . . . the kind of people who are winning the war and who will help to rebuild the world after victory.

Ask your local Gas Undertaking for full particulars of this film series . . . or post this coupon:

CUT THIS COUPON OUT AND POST TO:

The Secretary, British Gas Council, 1, Grosvenor Place, London, S.W. 1. Please send, without obligation, particulars of your Documentary Films and booking form.

NAME .....

ADDRESS .....

F.8

Digitized by Google

It is a commonplace that the American university has developed a size, a departmentalism, and an amount of administrative machinery altogether unknown in this country. It has carried specialism to greater lengths and stressed research to a far greater degree. This is due partly to a different conception of the purpose of the university in the educational life of the people and of attempts to meet educational demands on a broad democratic basis, and partly to the marked influence of German tradition. It stands to reason therefore that far more stress is placed on the deliberate training for a university career and on the kind of initial qualification which is regarded as essential than is customary in this country. This has had certain important results. The Ph.D. degree, for example, has acquired a position of outstanding importance and has come to be regarded as an indispensable qualification for the future member of a university staff. This is not wholly an unmixed blessing. It leads to pressure and the discouragement of independence and to a degree of specialization which cuts at the very roots of a liberal education.

The book is full of warnings. A liberal education, it is pointed out, is now of direct occupational utility only in teaching or research. Accordingly, continuation in the graduate school of a university means that the student is committed for life to academic work if he is fortunate, but if he fails he may have real difficulty in finding employment. The holder of a Ph.D. in English, for example, has only one chance in nine of finding suitable employment, and the only field in which a student has an even chance of finding employment in the outside world as things are is in chemistry. This is the more serious as the average age for taking the Ph.D. is between 28 and 30 years of age. The system leads moreover to a good deal of inbreeding and there is a growing opinion that on the advanced level the saturation point of employability in higher education has already been reached. Suggestions are being put forward for limiting the intake into graduate schools in much the same way as the intake into medical schools is limited.

The growth of the American university also brings with it its own problems. A situation has arisen where the administrator tends to be more important than the professor, and where educational problems tend to be looked at too exclusively from an administrative standpoint, forgetful that administration can irrigate but can never provide the vital element without which education is non-existent: that must come from the teacher. The section of the book which deals with administrative problems can be commended to the special attention of heads of schools, directors of education, and all who are in any way concerned with the administration of education, for it touches problems of the greatest importance in the reconstruction of education. If only the lessons to be learnt were taken to heart, what a raising of educational potential would result, what a heightening of morale there would be, what a diminution of suspicion and a lessening of friction. How fatally easy it is to see everything as an administrative problem and to forget that in a service like education the stress should be on functional not on scalor relationships and on a collegiate spirit as between equals. Dictatorship and authoritarianism have no place in education of the spirit. Prof. Logan Wilson has performed a great service in this admirable study of the university professor. It needs to be continued to embrace the teacher in other spheres. The more we can learn about the behaviour of the professional man and woman in their several vocations the better for everybody.

[1] **A Study of the Factors influencing the General Development of the Child during the Pre-school Years by means of Record Forms.** By Dr. AGATHA H. BOWLEY. (The British Journal of Psychology, Monograph Supplements, XXV.) (12s. 6d. net. Cambridge University Press.)

[2] **Teaching the Individual.** By RUTH L. MUNROE. (Sarah Lawrence College Publications, No. 3.) (20s. net. New York: Columbia University Press.)

[3] **The Academic Man: a Study in the Sociology of a Profession.** By Prof. L. WILSON. (16s. 6d. net. Oxford University Press.)

LEARNING TO LISTEN

By Dr. SYDNEY NORTHCOTE

THE catalogue of music-listening guides continues to grow. It is a sign of the times. An ever-increasing interest in music of all kinds, particularly of the better type, is one of the outstanding features of these war years. It is a feature which demands thoughtful and careful consideration; and provision for it must be positive and progressive rather than merely opportune. Moreover, it must be set against the events and conditions of our times. The radio and the gramophone have changed the perspective of music listening. Increased opportunities for hearing music now affect a potential audience of millions. Music has infiltrated into our lives in a most remarkable manner. Having conquered the restaurant, it has stormed the factory and captured the railway termini; and, slowly but surely, it is winning its way again into the home and family circle. But do these growing multitudes listen when they hear? And what do they listen for? What is their criteria of judgment? On what knowledge are these criteria based? These, perhaps, are only some of the questions for which a listeners' guide must provide answers. There are other and equally important implications. Mere appreciation without some form of personal activity, however humble, is hardly enough. Music is a human expression as well as an aesthetic experience. Superb performance should not obscure a want of quality in the music performed. The stature of a musical work is not to be judged by the magnitude of the score. And, ultimately, music must be deemed to be good or bad in itself whether it be light or serious in character and intent.

The two books before me are quite different in their approach to these matters. There is a significant difference in their titles. Dr. Horwood's[1] emphasis is the academic one; music rather than listening is the operative word. Mr. Johnson[2] gives pride of place to the word intelligent. Therefore, the first is theoretical, pedagogic, and often condescending; it tends to be exclusive but fails to be eclectic. The other is practical, persuasive, and methodically progressive. This is something more than a comparison between two authors. These are opposite outlooks. They are not cross-roads on the map of musical understanding but forked-roads leading to entirely different conclusions.

Dr. Horwood never forgets his academic training. He has provided his book with some interesting illustrations, both pictorial and musical; and, from one point of view, covers a reasonably complete syllabus. But it is the theoretical approach pursued relentlessly even through the byways of all five species of counterpoint down to the provision of 'blue-prints' for symphonic forms. Many readers will accept the former as specified manifestations of contrapuntal devices rather than isolated exercises in technique leading to the ultimate style of polyphonic music generally. And in his delineation of symphonic form

(Continued on page 258)

Digitized by Google

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

Miss Elsie Fogerty, C.B.E., L.R.A.M.
Speech Classes and Verse Speaking
resumed SATURDAY, MAY 4th,
at 9 Fitzroy Square, London, W.C., at 11 a.m.
(*by kind permission of the British Drama League*)
For private terms apply Cromwell Hotel, Cromwell Place, London, S.W.7.

STANDARD BOOKS TO CONSULT
THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1
H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C.1

FOYLES
FOR BOOKS
Large Stocks of Educational Books
119-125 CHARING CROSS RD., LONDON, W.C.2
Telephone: GERrard 5660 (16 lines) Open 9-6 including Saturday

Memory Test

Foote, the actor, to test the memory of another actor, wrote this nonsensical tale to be learned and repeated:—

"So she went into the garden to cut a cabbage leaf to make an apple pie; and at the same time a great she-bear coming up the street popped his head into the shop. 'What! no soap?' So he died and she very imprudently married the barber; and there were present Picninnies and Jobillilies and the Garyulies and the Grand Panjandrum himself, with the little round button at the top, and they all fell to playing the game of catch-as-catch-can, till the gunpowder ran out at the heel of the boots."

Deceptively, the passage seems easy, but it contains trips. Memory is easily tripped over current affairs, too, but the broadcasts by experts are a reliable record. Read them in

The Listener

3d. Every Thursday

A *BBC* PUBLICATION

Digitized by Google

Dr. Horwood seems to be more concerned with structure, design, and musical device than with the organic development, character, and purpose of the music itself. Unfortunately, too, he tries to light this limited horizon with the deceptive glitter of purple prose. The paragraph :—

> " Most of us are condemned to listen to the mournful wailing of the saxophone and the ominous mutterings of the muted trumpet, as jazz bands toss their ubiquitous quavers to the radio waves of a hemisphere. Such a heterogeneous conglomeration of hideous sounds has already become an accepted radio background for modern conversation, which, in all probability, will soon become as trivial as the music itself "—

is a fair example. As a presentation of musical rudiments and theory, Dr. Horwood's book is not without merit and a certain usefulness. But as a guide for the ordinary listener it can have only a limited appeal.

Mr. Johnson, by contrast, begins with a summary of the fundamentals of music listening and makes an interesting comparison between ' overhearers ', ' hearers ', and ' intelligent listeners '. Then follows a practical scheme which, while never losing sight of the historical progress, offers positive exercise in discrimination between the stylistic, aesthetic, and material changes which have gone to the gradual development of the art of music as a whole. His analogies are happily chosen and give point to a clear argument. The musical examples reveal a catholic taste and are both attractive and apposite. Each chapter ends with exercises and at the end a novel test is propounded. The reader is required to obtain a gramophone record by its number only. A list of seventeen questions follows, the answering of which, it is suggested, may be a matter of a dozen hearings of the record. The scope of the questions is a testimony to the comprehensiveness of the whole book. In addition, Mr. Johnson has provided effective lists of books for further study and twelve pages giving a wide assortment of gramophone recordings, two practical features of real worth. Altogether this is a book to be recommended whether for the student, the music lover, or the novice.

[1] **Listening to Music.** By Dr. F. J. HORWOOD. (6s. Dent.)

[2] **Intelligent Listening to Music: a Guide to Enjoyment and Appreciation for all Lovers of Music.** By W. W. JOHNSON. Third Edition. (7s. 6d. net. Pitman.)

THE MODERN ARTS FACULTY

By B. A. FLETCHER, Professor of Education in the University of Bristol

PROFESSOR BONAMY DOBRÉE, Professor of English Literature in the University of Leeds, has written a short book on *Arts Faculties in Modern Universities.** Here, expressed in English that is a joy to read, a few of the needs of the modern university are described in a most lively spirit. The booklet is full of creative thought and should be read by all who are interested in the future of the Arts Faculty of the modern university. Prof. Dobrée first subjects the modern arts faculty to a very careful scrutiny. He accuses it of failing to produce " a body of men and women who share a sense of the civilized values, who feel responsible for maintaining and developing them, who are unified by their culture, and who, by the simple pressure of their existence and outlook, will form and be enlightened public opinion ". This he finds due to several causes. "At present, especially in the Arts Faculties of the provincial universities, where most of the students are destined to be teachers, there is, broadly speaking, no end. It is a circular process. The student learns a subject that he may teach that subject, in order that that subject may continue to be taught. It is largely a self-contained system, making little impact on the outer world, and hardly affected by it : almost divorced from life, such influence as it has is a deadening one." In addition, " most university teachers of ancient matters (there are brilliant exceptions) are addicts of the past ; they are conservative in the wrong, the most deadly sense, forgetting that a living tradition does not stand still, but like every other thing that is alive, changes and grows ". Research is sometimes a very sterile scholarship consisting of the continual " grubbing up of new but unimportant facts ". Prof. Dobrée wants the arts faculties to produce men capable of creative thought in the ordinary spheres of life, so that university education becomes not utilitarian in the narrow sense but practically useful in determining attitudes of mind towards the affairs of life.

In the latter part of the booklet the Professor tackles the concrete problem how to refashion the arts faculty without lowering the standard of intellectual integrity which to its honour characterizes it. All his suggestions here are practical and constructive. I cannot go all the way with him in his relegation of language studies to a lowly place in the new scheme for the universities. The study of a foreign literature and culture may be far removed from the " linguistic grind " that he deplores. I should like to go much farther than he does in breaking down the barrier between the Faculties of Arts, Science, and Technology. I cannot wholly agree with him when he says : " Science deals with how things happen in the material world ; technology is concerned with how to make things happen in the material world ; the arts are concerned with human values, with human responsibility, while the others have nothing to do with such matters." Science is very much concerned with accuracy (truth), pattern (beauty), and honesty (goodness). Technology is related to planning and to craftsmanship. There cannot be any distinction here. The new arts faculty of Prof. Dobrée, instead of turning out " botched scholars ", would bring a new *élite* to an education in values through six realms of intellectual activity : (1) physics and astronomy ; (2) biology ; (3) history ; (4) anthropology, sociology, and psychology ; (5) philosophy and religion ; and (6) a study of human achievements in literature, music, and the plastic arts. The division between arts and science has here been largely broken down, but not entirely. The old division into Faculties of Arts, Science, and the professional subjects no longer serves any purpose except an administrative one. The ancient universities are on sounder lines here. The Professor pleads that every subject in the arts faculty should be thought out afresh in terms of contemporary existence until it becomes illuminative of life. His plea, made with discernment and inspired force, applies to all subjects alike. But, whether we agree with him or not, we must admit that this little brochure of Dobrée's is as important a piece of writing about the university as has appeared recently. I should like slightly to alter his last sentence and to say : " Not unless the universities realize that their problem is one of reconciliation, of deep human understanding, and are inspired by the greatness of the work that lies before them, will they retain their proud place in the life of the nation."

* **Arts Faculties in Modern Universities.** By Prof. B. DOBRÉE. (The University of Leeds.)

Digitized by Google

OLD AGE—TO-DAY AND TO-MORROW

By T. RAYMONT, formerly Warden of Goldsmiths' College, University of London

A SERIES of books bearing the names of Sir William Beveridge, Dr. Julian Huxley, and Sir John Boyd Orr as an Editorial Board is manifestly important. Such is the "Target for Tomorrow" series. Winning the war, say the editors, is of course our first job, but concern over post-war problems, so far from interfering with our winning the war, helps towards it, because it helps us to realize what we are fighting for.

The latest addition to the series* deals with the question of age as that question now presents itself. We are an "ageing population". That the proportion of little folks is dwindling is well known. Not so well known is the fact that the proportion of old folks is ever on the increase. How to deal with them on the national scale is the problem handled, and most ably handled, by Miss Samson in this book. One of its strong features is an illuminating historical survey of the fate of the aged poor from early times, down through the times within living memory, when looking to their children for support or else going into "the house" were the only alternatives, and so on to the decisive step taken by Mr. Lloyd George, to whom due honour is paid, and to the later story of old-age pensions.

But all this is only introductory to the writer's chief purpose, which is to set forth the targets to be aimed at, for the right treatment of "old age in a new world". These are clearly described, and then conveniently summarized. Naturally the writer's chief concern is with the aged poor in the ordinary sense, but she has not forgotten the old people whose investment incomes have been depleted by the war, and left them in abject poverty.

One of the most interesting and important questions raised is that of retirement, what it means and what it ought to mean. To say that a person who has reached the age of 65 should no longer hold a position of full-time responsibility, or should no longer be expected to do a full-time job as a manual worker, is on the whole quite reasonable. But to say that such a person is thenceforward to count for nothing in the doing of the world's work is pure nonsense. In the new world envisaged in this book the possible services of the high proportion of old people will be needed. The striking and typical examples given by Miss Samson will help to drive home this point. The definite suggestion is made that it is now time to distinguish between two grades of old people—the ages 65–75, and the ages 75 plus. Of course individuality counts heavily here. Even an octogenarian, though unable to endure long hours, may yet possess some of the old physical and mental energy, and may enjoy its exercise.

* Old Age in the New World. By EMILY D. SAMSON. (Target for Tomorrow. 4s. 6d. net. The Pilot Press.)

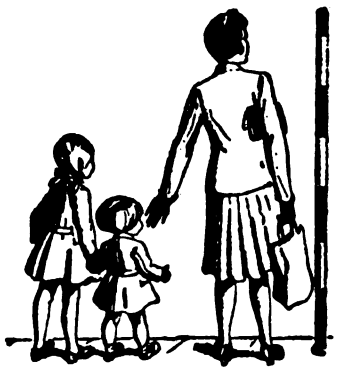
Biography

Dictionary of American Biography

Edited by H. E. STARR. Volume XXI, Supplement I. (52s. 6d. net. Oxford University Press.)

The great *Dictionary of American Biography* (in twenty volumes) has now achieved its first supplement and continues to so late a date as December 31, 1935. It will be indispensable to all who study American history of the last fifty years. In some

(Continued on page 260)



Teach children
KERB DRILL

See that they always do it and set a good example by doing it yourself.

1. *At the kerb* HALT
2. EYES RIGHT
3. EYES LEFT
4. EYES RIGHT AGAIN
   then if the road is clear
5. QUICK MARCH
   Don't rush
   Cross in an orderly manner

6

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS', 13 Victoria Street, HUDDERSFIELD

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

ways the American Dictionary is more catholic in its choice than our own dictionary, as it gives much space to John Dillinger, "bandit", and Arthur Flegenheimer, "gangster, better known as Dutch Schultz", who after he was "shot up" while trying to "muscle in" on a rival's territory was "buried in the Gate of Heaven Cemetery, Mount Pleasant, N.Y.". To us the most interesting biography is that of Mr. Justice Oliver Wendell Holmes, so well known to England since the publication of the Pollock-Holmes letters, a correspondence between a great Englishman and a great American, which no social historian of our time should neglect. Two of these letters are very apposite at the moment. "I value", wrote Holmes many years ago, "everything that shows the quiet unmelodramatic power to stand and take it in your people." And in another letter he wrote: "Belittling arguments always have a force of their own, but you and I believe that high-mindedness is not impossible to man."

Mainstream

By HAMILTON BASSO. (10s. net. Constable.)

Mr. Hamilton Basso, we are told, "imagines a typical American—John Applegate—presents him as the true son of the most fascinating ancestors any man ever had. He tells us of Cotton Mather and John Smith, of Tom Jefferson and P. T. Barnum, of Abe Lincoln and Teddy Roosevelt, of Andrew Carnegie and Huey Long". These are "significant Americans", and their choice is determined, apparently, by the consideration that they were (as Theodore Roosevelt is stated to have called himself) "a great sounding-board". Mr. Basso seems a little uncomfortable in following the romantic tradition that history is the record of great men. He calls his book "social history in terms of biography". Sir John Seeley told us many years ago that history was past politics, and it would appear that Mr. Basso thinks that social history is to be found in the lives of past politicians. It is tempting to test this theory in the light of our own social history. Who shall be our eight? Elizabeth of England, William Pitt, Winston Churchill, for they were our "sounding-board" in the hours of our greatest danger. But the five others would hardly be politicians, or millionaires, or showmen. Shall we say John Wycliffe, William Shakespeare, John Milton, Charles Dickens, Robert Owen?

[We invite other suggestions as to our eight "most fascinating ancestors".—ED.]

Classics

Selections from Five Roman Authors (Nepos, Caesar, Sallust, Livy, Cicero)

Edited, with Introduction, Notes and Vocabulary by H. E. GOULD and Dr. J. L. WHITELEY. (2s. 6d. Macmillan.)

Vergil—Aeneid, Book 2

Edited, with Introduction, Notes and Vocabulary, by H. E. GOULD and Dr. J. L. WHITELEY. (2s. 6d. Macmillan.)

The former of these two little volumes is intended to be a companion to *Selections from Five Roman Poets*, previously noticed in our columns. The selection of prose passages is good, though Cicero might have been represented by something more interesting, perhaps, than the letter here chosen (*ad Att.* ii. 23): on the other hand, the piece selected from the *de Amicitia* could hardly be bettered. The notes are quite satisfactory, though at times they seem excessive in number and extent: surely the chapter (XXXVI.) from Caesar's *Civil War*, amounting to only twelve lines, hardly needed two pages of annotation. Editors are apt to give far too much help to boys, who should be trained to puzzle out things for themselves when preparing a passage—except where outstanding difficulties occur. And references might well be given to a good grammar, such as the *Revised Latin Primer*. One point of criticism may be made: in the passage from the *pro Milone* "qui iter illud apparasset" is translated "while he had appeared on that journey". But apparo does not mean "appear".

The edition of Vergil's second *Aeneid* is certainly welcome, and here the notes—though plentiful—are not in excess; roughly, for just over thirty pages of text we get about seventy pages of notes. The introductory matter is perhaps sufficient for its purpose; but this portion of the book might well have been amplified. Older pupils could, with advantage, have been directed to the pages on Vergil in Dr. Mackail's delightful *History of Latin Literature*, one of the best things of its kind ever written. Both the volumes under review are embellished with illustrations, some of which are attractive, others somewhat unnecessary, and both books have excellent vocabularies. They are most attractively produced.

E. H. B.

English

Angharad's Isle

By M. G. LLEWELYN. (10s. 6d. net. Murray.)

Sand in the Glass by the same author was reviewed in the August, 1944, number of *The Journal*. After two reprints it is now temporarily out of print. The scene of the present book is again laid in Wales, and the author has chosen to write of the early years of the last century when so many of the peaceful valleys of South Wales were changed from beauty to ugliness by the invasion of coal and iron. We are given an unforgettable picture of the struggle of the folk of the Welsh countryside to preserve in the face of the invaders something of their old way of life. The author has chosen his theme well. His characters are finely drawn and the story is full of incident. There can be little doubt that this novel will prove as popular as its predecessor.

Things Past

By MICHAEL SADLEIR. (10s. net. Constable.)

This is an interesting collection of essays on a variety of literary subjects and persons. Henry Kingsley was eclipsed in popularity by his elder brother, and *Ravenshoe* is the only one of his novels which was received with much favour. Mr. Sadleir pays him a well-deserved tribute as a word-painter of landscape, a master of the subtle music of prose, and as a maker of beautiful phrases. Trollope, after a period of comparative eclipse, has leapt once more into popular favour as the creator of Barsetshire and the folk who people it. All lovers of Trollope will enjoy this illuminating essay. Mr. Sadleir tells us a great deal that most of us did not know about George Eliot, Miss Braddon, and Rhoda Broughton. His picture of the *Ville de Provence* belongs to the past, but he would no doubt be more ready now than he was when he wrote the essay to say to it '*au revoir*' rather than 'good-bye'. "The Demoralised City" gives a picture of Berlin from 1919 to 1929. It ends with these words: "The ravings of a lost generation, sounding from tenement and *Diele*, from palatial apartment-house and chromium-plated *Nacht-Lokal*, echo down the lighted corridors of the asylum which is the Berlin of Hitler's eve." There are short essays on William Maginn, Henry Carless Davis, and W. B.

Digitized by Google

Maxwell, one of greater length on Emile Verhaeren, and a Conversation Piece on Archdeacon Wrangham. "All Horrid ?" deals with the Gothic Romances and the influence of this school of writers upon Jane Austen and *Northanger Abbey*. The last essay discusses the interesting question of Disraeli's relationship with *The Star Chamber* and *The Dunciad of To-day*. As a frontispiece to the volume there is an original water-colour from *The Monk* by M. C. Lewis. There is a good index.

History

Our Constitutional Freedoms

1. Civil Liberties: an American Heritage
(Basic American Concepts.) (10 cents. National Foundation for Education in American Citizenship and Public Affairs Committee Inc.)

The National Foundation for Education in American Citizenship is publishing an interesting series of pamphlets at a price within the most slender purse (10 cents), of which the first is *Civil Liberties*. Our civil liberties are (or were) as great as those of the United States; and many of them are expressed in identical language. The language in reference to the infliction of cruel and unusual punishments, forbidden by Article VIII of the American Bill of Rights, 1791, is in fact a transcript of Article 10 of our Bill of Rights of 1689. But it is much easier for an American to find out what civil liberties he possesses, as he can read the Federal Bill of Rights and the State Bills of Rights. It will come as a surprise to most Englishmen to find that every time an American crosses the frontier of a State his civil liberties increase or diminish. An Englishman retains his civil liberties unimpaired throughout a journey from Birmingham to Bournemouth. Mr. Maurice Thomas in *The English Heritage*, lately reviewed in *The Journal*, covers the same ground, but his book costs 5s. while the American pamphlet costs 5d.

The Evolution of Modern Italy

By Dr. A. J. WHYTE. (18s. net. Blackwell, Oxford.)

The tale of the Risorgimento, told in compelling language in Professor G. M. Trevelyan's great trilogy, *Manin and the Venetian Revolution of 1848*, *Garibaldi's Defence of the Roman Republic*, and *Garibaldi and the Making of Italy*, is well known in England, but the rest of the period 1715–1920 which forms the subject of *The Evolution of Modern Italy* is to most Englishmen obscure. No one will turn to this book for the tale of 1848–1870, with which the glowing words of Prof. Trevelyan have made us familiar, but for the remaining years Dr. Whyte has provided a scholarly and impartial account. He perhaps underrates the continuing strength of city consciousness in Italy during the period. He says (page 17) that in the Napoleonic wars the people began "to think of themselves as Italians rather than Piedmontese or Tuscans". The process must have been slow, for the Italian Government in the war of 1914–1918, carrying on propaganda by poster, appealed consistently not to *Italiani* or even to *Toscani*, but to the *Cittadini* of the city in which the poster was destined to be exhibited. On page 37, Dr. Whyte says that Gladstone called King Bomba's rule in Naples "the negation of God". According to L. Collison-Morley, *Naples through the Centuries*, p. 163, this should not be attributed to Gladstone. "*La negazione d'Iddio eretta a sistema di governo*" were words spoken by an Italian in Gladstone's

(*Continued on page 262*)

McDOUGALL

A Modern School Geometry
By A. MacGregor, M.A., and James D. Fulton, M.A., B.Sc., *Head of the Mathematical Department, Mary Erskine School for Girls, Edinburgh.*
Books 1 and 2 cover the first three years' work for Secondary Schools preparing for the higher examinations. Book 3, with Books 1 and 2, affords a full course suitable for the Oxford and Cambridge Locals, Schools Examinations, and for all Matriculation Examinations throughout the country.
Book 1, 2/3. Book 2, 2/6. Combined, 4/–. Book 3, 2/6

Modern School Algebra
By P. J. Smith, *The County School, Willesden.*
Has features which the experienced teacher will use freely because of their undoubted value in stimulating interest and ensuring a thorough working knowledge of algebraic processes.
Book 1, First Year, 1/3 With Answers, 1/6
,, 2, for Second and Third Years, 2/9. ,, 3/–
Books 1 and 2 combined ,, 4/6

Elements of Modern Mathematics
By H. H. Pearce and G. A. S. Atkinson, B.Sc.
ARITHMETIC, ALGEBRA, GEOMETRY, MENSURATION.
Provides a good knowledge of elementary mathematics and a sound foundation for more advanced work.
Cloth Boards, 3/–. With Answers, 3/6

Graded Tests in Mathematics
By J. Thomson, M.A.
ARITHMETIC, ALGEBRA, GEOMETRY.
In each of the books the tests are graded so that they may be given periodically.
Books 1, 2 and 3, 9d. each. Answers, 8d. net

Practical Biology
By J. Mason, M.A., Ph.D.
The subjects of study are arranged seasonally. With numerous simple experiments.
In Two Parts, each 2/6. Complete Edition, 4/-

Rural Science
By J. Mason, M.A., Ph.D., and J. A. Dow, M.A.
This book is designed for the pupil, and affords ample opportunity for private research and individual effort.
Cloth Boards, 3/-. Teacher's Edition, 4/- net

Modern Citizenship
By Andrew Scotland, M.A., Ph.D.
Among the subjects treated are Education—Local Government—Central Government—Law and Order—Payment for Services—The Medium of Exchange—Trade and Commerce—The Empire Overseas—International Harmony. Limp Cloth, 2/2. Cloth Boards, 2/8

Everyday French
By E. Th. Trüe, Senior Master of Modern Languages, Robert Gordon's College, Aberdeen.
A collection of the most common French phrases, proverbs and idioms. Part 1, French. Part 2, English. The English translation, which has been made as idiomatic as possible, is printed separately to facilitate the use of the book in school. Limp Cloth, 1/6

Practical English
By C. F. Allan, M.A., Ph.D.
The Exercises challenge the attention of pupils who are ordinarily indifferent to the appeal of English Composition, and stimulate them to creative work.
Cloth Boards, 2/3

McDougall's Educational Co. Ltd.
80-82 GREAT JUNCTION STREET, EDINBURGH 6

Digitized by Google

hearing. On page 253, Dr. Whyte in his account of the battle of Vittorio Veneto says that the Tenth English, the Eighth Italian, and the Twelfth French armies crossed the Piave on October 24. This nomenclature is misleading. These three armies comprised twenty-two divisions, of which two were British and one French. The Twelfth 'French' army consisted of one French and three Italian divisions, under the command of General Graziani. It is doubtful whether the material is yet available for an impartial and authoritative account of this battle which both in its result and in the legend created round it led to "the twenty years of dragooning into greatness, imposed upon a reluctant people, too intelligent to mistake appearance for reality and too innately sceptical to accept at its face value either the rhetoric of the balcony or the panegyrics of a subservient press". It is, however, commonly supposed that the soldiers of the democratic Italy of 1915 fought with greater courage and with a better heart than Mussolini's Fascist Legionaries in 1940.

C. D.

Miscellany

The Art of Speaking for Young People

By E. ESDAILE. (2s. 6d. net. Quality Press.)

Mr. Esdaile, though he still clings to the obsolete term "Elocution", has produced a charmingly got-up little primer for young people; his rhythmic teaching is chiefly concerned with the timing of sound in rather slow motion. There is, however, no cure here for nasal tone or for throaty vowel quality, nor for the cockney modification of vowels: these require spatial adjustment. Rhythm is the harmony of force, time, and space in action under the guidance of intention. All speech is based on audible movement. The selections given lack literary quality, with the exception of the two charming but hackneyed Kingsley poems. Copyright difficulties may account for this in wartime. The magnificent anthologies which have come to us from Oxford during the modern revival of verse speaking and speech study render a wealth of special selections largely superfluous.

Learn to Speak

By FLORENCE SURFLEET. (1s. 6d. Headley.)

Miss Florence Surfleet's little book gives most valuable examples for training in the elements of public speaking. The order of study is excellent; the strong insistence on clear thought, as a preliminary to clear speaking and to all discussion is admirable; the use of dramatic dialogue as a direct introduction to discussion is original and is most brilliantly illustrated. I can imagine no better way of creating a natural and spontaneous interest in good speech. The vocabulary used is just suited to school age. With good methods of speech training in the singing class, I can feel it would ensure a very high standard of natural self-expression.

Speech Rhymes

Edited by C. SANSOM. Introductory Book. (1s. Black.)

Speech Rhymes give an amusing and clever series of verses for tripping articulatory practice, delightfully illustrated. Every rhyme has a fresh and unexpected turn and the whole series forms an excellent exercise in method for the teacher as well as a stimulating game for the class. The addition of one or two old rhymes which are now almost forgotten is the only improvement I can suggest. So many of the fine nursery collections are out of print. The very brief notes showing the corrective aim of each selection is wisely relegated to the end and cannot spoil the taste of the charming fun in the main series.

The Speech Fellowship "News Letter", March, 1944

(9 Fitzroy Square, London, W. 1.)

The letter reports with praiseworthy regularity the vitally important meetings of various organizations connected with the teaching of speech. It records the return of the Phonetic Department to its old home in Gower Street, the activities of The Speech Fellowship, and of the Incorporated Association of Teachers of Speech and Drama. Ivor Evans' address to the Federation of University Women is particularly fine with its trenchant text: "We have the finest language in the world and we do not care how we use it."

It was a most interesting experience to hear, for the first time in *Henry V*, that the screen and the 'mike', working in combination, could set a standard of supreme excellence in utterance for the innumerable audiences who find their recreation in the cinema. Denham itself has awakened to the importance of diction in the interpretation of Shaw's virile and significant English. Here is the gateway through which democracy may gain that harmony which alone can break down the barriers of class and caste, and secure the standard of the "vulgar tongue" with its unequalled vocabulary and heritage of verse and drama. So once before the "authorized version" gave our language a vehicle through which the genius of Shakespeare could find worthy expression.

Printing broadcast that gift to all mankind. To-day we can record the spoken word, with its appeal to all ranks and regions. Few yet realize that the quality of vowel resonation is a question of basic musical pitch, not a matter of opinion. In a recent number of the *News Letter* Dr. M. M. Lewis ably stressed this point with a quotation from the famous 1924 Report on the teaching of English: "Two causes at present divide one class from another in England. The first of these is a marked difference in their modes of speech."

E. F.

Music

With one exception, perhaps—*Before Dawn*, by Irene Gass and Arthur Baynon (4d.)—all the songs recently received from the Oxford Press are for senior or secondary schools. Of these the most popular—from its association with the film *Forty-ninth Parallel*—will certainly be *The New Commonwealth*, words by Harold Child, music by Vaughan Williams (4d.): a unison setting with optional descant. There are also settings for two parts (Sop. 1 and 2) as well as for four (S.A.T.B. and T.T.B.B.—the latter being unaccompanied and priced at 2d.). Other unison songs in the group are *Come, Loyal Hearts*, a simple yet very expressive melody by Whitehead set to a poem by Irene Gass (4d.), and a setting of *Sir Walter Raleigh's Pilgrimage* by Cecil Cope (6d.). Written in a strong diatonic idiom and in A B A form, it provides a capital study in free rhythm and bold modulation. Of the two-part songs issued, *Overheard on a Salt Marsh*, by Harold Monro and Ernest Pritchard (5d., Year Book Press), is a dramatic dialogue in music between a nymph and a goblin, which calls for a considerable variety of tone colour and, of course, needs a musician to do it justice. Simple, in contrast to this, are *Hymn to Pan*, by John Fletcher and Nora Byron (4d.), and *Personent Hodie*,

Digitized by Google

the Christmas carol, arranged by Robin Milford for two parts, with an occaslonal third part to complete the vocal chording (3d.). A two-part arrangement of Schubert's *The Lord is My Shepherd* will be very welcome to school choirs unable for various reasons to compass the original four-part setting, while two- and three-part arrangements of Bach's well-known air *Sheep May Safely Graze* will delight all those who are familiar only with the original unison setting. *Virtue*, by George Herbert and Edward Chapman (5d., Year Book Press), is worthy of special mention as being a well-written and really musical canon with a striking climax at the end. Canon form is a valuable stage on the progress of two-part singing, and this composer could no doubt give us much more of it.

In a Carillon of Carols, entitled *Welcome Yule* (9d., Oxford University Press), Croft Jackson has set six well-known Christmas carols for unaccompanied solo voices and chorus (S.A.T.B.). They are for the most part fittingly modal in character, and one at least is interestingly contrapuntal in style. None of them should be beyond the range of an average choir or choral society, and no accompanying instrument is required.

Psychology

Total War and the Human Mind: a Psychologist's Experiences in Occupied Holland

By Major A. M. MEERLOO. (5s. net. Published for the Netherlands Government Information Bureau by Allen & Unwin.)

This is a short, but important, book. It reviews the psychological framework of German occupation. It is one of the first productions of psychologists who possess first-hand experience as nationals of the occupied countries. In seventy pages it covers an enormous field which merits more detailed discussion and ampler illustration. Major Meerloo begins with a graphic account of two days' work under the conditions of occupation in Holland, and follows it with short essays on the mass reactions of the enslaved, on the fundamental forces in German psychology, on the German technique of disruption, on the position of the radio, on the psychology of fear, and finally on the preservation of peace in Europe.

Much of the doctrine he puts forward is not new. The German striving for mystic unity, the obsession with system and precision as a compensation for inner anarchy, the subconscious drive to expiatory self-annihilation have appeared elsewhere in various forms. It would have been stimulating to hear what the author thinks of the contribution made by German family relationships to their psychology—a subject which has been studied during the war but which cannot yet be publicized. The discussion of fear mechanisms is too sketchy to command full confidence. But the significance of the radio, both as a weapon of the oppressor and as a symbol to the isolated subject-people of fellowship with the outside world, is admirably brought out.

Equally interesting is the description of the initial acquiescence and inertia of the occupied group which gradually resolves into a firm group solidarity which runs side by side with an increased 'egocentricity' in coping with the struggle for an adequate existence. It would have been worth discussing the effects of these forces *after* liberation. In liberated countries the 'hangover' from the well-formed habits of despising and frustrating authority and the recasting

(*Continued on page 264*)

For the Relief of Pain

ASPIRIN (acetylsalicylic acid) is the most widely used medicament for the relief of pain. 'Alasil' is aspirin but with an important difference. In 'Alasil' Tablets aspirin of the best quality is allied with 'Alocol'—a powerful antacid and stomach sedative.

Because of this scientific combination 'Alasil' Tablets are acceptable to everyone—even to those with delicate digestive systems. Thus 'Alasil' Tablets provide all the pain-relieving qualities of aspirin with additional advantages.

Widely prescribed by medical and dental practitioners and specialists, 'Alasil' Tablets give sure relief from headache and all forms of Neuralgic, Rheumatic and Periodic Pains.

Alasil Tablets
Aspirin with a Difference

In Bottles, 1/11½ *and* 1/5 *Cartons,* 6d. N133

YOU
WILL BE INTERESTED
by the
Wide Range of Subjects
in our
NEW INDEX
of
LANTERN SLIDES

Please send your enquiries to:

NEWTON & CO. LTD.
(Established over 200 years)

Telephone: WELbeck 4131 (2 lines)
72 Wigmore Street London, W. 1
Telegrams: "Newtobar Phone London"

Digitized by Google

of the normal attitude towards public responsibility have considerably added to the difficulties of getting these countries working smoothly.

Some striking instances are quoted of the Germans' use of the frustrated and anti-social elements in the occupied people to carry out their policy. From this Major Meerloo goes on to prophesy the ultimate failure of all systems which build upon the weak, primitive, and self-deceiving side of human personality and not upon its constructive and socialized tendencies.

The book is highly readable, written to depict a series of confidently held beliefs rather than to present and analyse a body of scientific evidence.

J. G. W. D.

Psychology and the Soldier : the Art of Leadership

By N. COPELAND. (5s. net. Allen & Unwin.)

The Rev. Norman Copeland has served for fifteen years in the Royal Army Chaplain's Department. The regimental officer, trained under modern conditions, will find nothing new in this book, and the teacher, trained under modern conditions, nothing to learn. It is worth while, however, to note the censure expressed by Mr. Copeland on certain illusions outmoded now in the fighting forces, but alas! still manifest in some schools. Mr. Copeland says :

" (1) Many great leaders have had no aptitude for games.

" (2) In no circumstances ought games and sports to be allowed to come before work and duty.

" (3) The man who has no aptitude for games ought never to be compelled to play them. His sense of failure will react unfavourably on his personality.

" (4) It is commonly supposed that the assertive type makes the best leader, but this is a dangerous illusion."

On the other hand, it is impossible to cite with approval Mr. Copeland's statement that " no one will ever make an outstanding leader unless he can talk ", and in questioning this in his Foreword, General Sir Walter Kirke is supported not only by his own experience, but also by the records of history. Mr. Copeland seeks to justify his claim by giving the names of six generals of Irish descent in the Army, but not all Irishmen are orators, nor did any one of the generals whom he names attain high command on any grounds other than his proved valour and skill in battle.

C. D.

Religious Knowledge

Bible Plays for Little Players.

By A. S. WESTLEY. (2s. 6d. National Society ; S.P.C.K.)

Fresh and simple scenes from the Old Testament and the New, including, in the latter case, parables, with a short practical introduction and hints on production for various age-groups. But would the ' tinies ' understand " swaddling clothes " or " the glory of the Lord " ? And how far is it desirable for even older children to enact the stories of the Prodigal Son and the Good Samaritan ? The author understands a child's need for action, and suits the phrasing of each play to the appropriate age-group. The ' producer ' would probably need to exercise discretion in adapting the material but must surely be grateful to the writer.

'Milk of Magnesia' (Regd.) Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION
HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

Digitized by Google

370.5
JE
cop. 2
Ref.

THE JOURNAL OF EDUCATION

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

THE LIBRARY OF THE
JUL 10 1945
UNIVERSITY OF ILLINOIS

Vol. 77, No. 911 JUNE 1945

Editor: R. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD. Tel.: 47947

PRICE 1s. 8D. BY POST 1s. 5D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	269
THE NEW DIRECT GRANT REGULATIONS. *By C. S. Walton*	273
AN EXPERIMENT WITH GREEK. *By M. Marples*	276
HISTORY. *By G. D. Martineau*	280
MULTILATERAL SCHOOLS. *By S. Taylor*	284
AN EXPERIMENT IN CRAFT TRAINING. *By a Correspondent*	286
ARMS AND THE MANUAL. *By a Correspondent*	290
CORRESPONDENCE *Plato's "Republic" and German Education; The Classics in Education; Science in Education and Training; The Regional Approach to Literature and the Arts.*	290
SCOTLAND	298
EMPIRE AND FOREIGN NEWS *Australian Notes; Educational Films in South Africa; The Reconstruction of the University of Dniepropetrovsk; The Carnegie Foundation for the Advancement of Teaching.*	300
EDUCATIONAL MEETINGS	304
TOPICS AND EVENTS	308
NEW BOOKS *Concerning India; International Reconstruction; Education and Training at the Royal Aircraft Establishment; Modern Language Teaching—Two American Classics.*	318

NOTES AND COMMENTS

THE bugles have sounded "Cease Fire" in Europe, and to the hearts of millions has come the blessed relief at the thought that husbands and sons (and, to the teacher, his pupils) no longer stand in the thundering battle-line. Turning to the dark days of 1940, when our beloved land and all the hopes of mankind rocked shuddering at the brink of disaster, let us remember our great leaders but let us remember also the common man. For let us make no mistake. In 1914 and again in 1940 the issue was the same. The great debate was the ethic of the free society. Tyranny with its relentless hand on every pulse was matched against free peoples waging a war, which none sought, for liberties held dearer than life. In 1945 we had the men, the guns, the aeroplanes. In 1940 we had faith, and the courage of faith. We were free men, we trusted each other, and in little towns and villages there still stand the notices "Invasion Committee" as testimony alike to our faith in our historic institutions, and to our willingness, in that faith, to fight panzer divisions, if need be, with shot-guns and bottles rather than tamely to surrender to "the evil thing".

VE Day

WHAT is the bearing of our victory on education? First, it was a victory of ideas, the victory of freedom of the person, of speech, of assembly, of association, of religious worship. For these freedoms we were prepared to fight on when the world deemed all to be lost. We stood, dauntless, against triumphant power, and as the days went by the world rallied to the cause of freedom. Mr. Wendell Willkie, on his visit to England during the blitz of 1940–1941, attended a session of the House of Commons and listened to a member condemning the Government, while bombs fell in the distance and the anti-aircraft guns barked all round. "But, nevertheless", he wrote, "the tradition of freedom was so age-old and firmly implanted that no one ever thought to suppress the speaker or accuse him of improper motives." Returning to America he championed our cause, "the spirit of freedom, the very fibre of Britain's resistance, and the glory of her history". Let our children know where our true strength lay, and will always lie. It matters little if we are outnumbered, as we shall be in years to come, by nations greater in population and stronger in industrial resources, so long as our free institutions live, and, in the hour of need, stand as the rallying point of all who do not wish to see freedom die.

Our Free Institutions

SINCE the Fleming Committee reported in their interim report in favour of free secondary education the supporters of privilege in education have

Digitized by Google

had a hard time, and Mr. Butler, in repudiating that report in the House of Commons, was subject to the embarrassment of finding (through the research department of *The Daily Telegraph*) that those who supported him in the debate were drawn exclusively from the public schools. Now, however, a catch-phrase has been invented to deceive the ignorant, and we are invited to support privilege in education on the grounds that "variety" is an essential characteristic of true education, and that only by reserving for the wealthy three-quarters of the places in certain schools can "variety" be preserved. No one doubts that variety is greatly to be desired in education, and throughout history scholars have travelled about England (and about Europe) to seek the best where it can be found. Five hundred years ago a student of Oxford would travel to the Sorbonne and to Bologna to complete his education in philosophical and legal studies. At home, in the last fifty years, Edinburgh and Glasgow have enjoyed a special reputation in philosophy, Cambridge in natural philosophy, Oxford in the classics, University College, London, in physiology, the Imperial College in civil engineering. Long may such variety continue.

Variety!

BUT this is not the variety which the Ministry of Education have in mind. Their conception is that of the theatre, with stalls, dress-circle, and gallery. In the stalls every one can see and hear, in the dress-circle some can, in the gallery only a few. No one suggests that the stalls represent the greatest intelligence, and the gallery the least. The only criterion is the capacity to pay. There is indeed a certain presumption that the gallery have a greater appreciation than the stalls, as the gallery have stood for an hour in a queue and have supped off a sandwich, while the stalls have arrived in a car after an adequate dinner. The Ministry of Education have now devised a scheme, which we are called upon to admire, suggesting that 50 per cent. of the clerks and typists in the gallery should be allowed to join the professional classes in the dress-circle, and 25 per cent., at some indeterminate date, may perhaps join the landowners and stockbrokers in the stalls (always supposing that the latter are prepared to extend to them a welcome). The capacity to enjoy and to profit by a performance of *Hamlet* or the *Ninth Symphony* is not to be the determinant factor in admission; the capacity to pay is to be the criterion, with a few places falling like crumbs from the rich man's table to the insistent and the pertinacious.

Privilege

NOW this is all very well in a musical comedy or a strip-tease performance, but it will not do in education. Under our present system in England (we do not speak of Scotland) we are not getting the talent which we require to meet national needs. Because the entry to the medical schools (based on capacity to pay) is simply not good enough, the Royal College of Physicians has asked for Free University Education. There is hardly any profession which is satisfied with the quality of the entrants to the profession. In America there are ten graduates and in Scotland two graduates to every one in England. In a technological age this is a handicap which England cannot afford. We must open the very best in education to talent, and the "vulgar irrelevancies" (to use Professor Tawney's phrase) of class and income must not stand in the path. All that has happened since Mr. Butler's repudiation of the Fleming Interim Report has served to deepen the gulf. Maintained Secondary Schools, Direct-grant Schools, Independent Schools, have come no closer to each other. Let us have variety by all means, but not on the basis of variety of opportunity. It would be interesting to make a calculation of the relative chances of winning a scholarship at Oxford of a boy resident in a county with (*a*) Maintained Secondary Schools only, (*b*) Maintained and Direct-grant Schools, (*c*) Maintained and Direct-grant and Public Schools. Let us have an opportunity of the best in every county and city, and, if it costs a little money, we shall have made a prudent investment in education, such as Scotland has made through the centuries.

The Country's Need

IN his Draft Regulations for Primary and Secondary Schools, Mr. Butler has been at pains to place all types of maintained secondary school, grammar, technical, and modern, upon the same footing. It is therefore the more surprising that a small minority of Secondary Grammar Schools, those in receipt of direct grant, should be singled out for privileged treatment. The regulation, now to be withdrawn, forbidding the employment of a clerk in Holy Orders as a teacher did not apply in the case of Direct-grant Schools. They are to be allowed to retain preparatory departments. They may enjoy longer holidays than Maintained Grammar Schools—there would indeed seem to be no regulation governing the number of days on which Direct-grant Schools shall meet. They may pay their staffs higher salaries than those approved by the Minister for Maintained Schools, though public funds will assist them to do so. They may appoint newly-qualified teachers without regard to the strict quota arrangements which must be observed by maintained schools. They will be the only grant-aided schools which are still allowed to charge fees.

Direct-grant Schools

THIS privileged treatment is extremely disquieting, for not one of these unnecessary distinctions is in any sense bound up with the principle of direct grant. This is in itself perfectly compatible with the establishment of parity of conditions, and is indeed tolerable only if Direct-grant and Maintained Grammar Schools, whose educational functions are precisely similar, are placed on the same footing in all respects save the mode of receiving aid from public funds. Yet the Minister would seem to have gone out of his way to create unnecessary and invidious distinctions between them. The freedom he has permitted Direct-grant Schools in the matter of salaries, holidays, and quota regulations will make it easier for them to attract the ablest members of the

Privileged Treatment

Digitized by Google

teaching profession. It is true that salaries are required to be " reasonable " as well as " adequate ", and much will hinge on the Minister's interpretation of these governing words. It is to be hoped that he will not allow capitation grants and fees (which will largely be paid out of rates and taxes) to be used to offer salaries generally in excess of those he has approved in Maintained Schools. It is impossible for him to claim that the staff and pupils of Direct-grant Day Schools require longer holidays than those of Maintained Grammar Schools following a similar curriculum, offering the same examinations and competing for the same scholarships to the universities. Yet his Regulations have in fact reduced the holidays of most Maintained Grammar Schools, and the distinction he has drawn therefore seems a deliberate though indefensible act of policy.

Abolition of Fees

THE decision of the Minister that fees should be retained in Direct-grant Schools involves the rejection of a principle which is now to govern the whole of the rest of the nation's educational system. In their interim report a majority of the Fleming Committee recommended their abolition, and their final report showed clearly that neither the finances nor the freedom of the Direct-grant Schools need suffer if their fees went. But the Minister yielded to pressure, rejected the advice of the majority of the Committee he appointed, and has produced Regulations for fees and grants based on no intelligible principles and bearing all the marks of a hasty, ill-considered compromise. The proposals for grading fees according to parents' income destroys the only two arguments in their favour which all could understand, however few agreed with them. As fees are to be graded, and admission is to be granted to candidates most likely to profit on the ground of their abilities and aptitudes, well-to-do parents will not be able, if the Regulations are observed, to buy their children places they do not deserve on their merits, and one intelligible, if deplorable, argument goes by the board. In the second place, as the loss of income due to graded fees will be made up by the Ministry, and, as few parents are likely to pay fees in full, the argument that fees make for the schools' financial independence is invalidated.

Social Status

SINCE what case there was for fees has disappeared, and since in the form proposed by the Ministry they safeguard neither the connexions nor the clientèle nor the resultant ethos which a minority of the Fleming Committee valued so highly, even the Direct-grant Schools may be supposed to set less store on their retention. Their vestigial function is to maintain a distinction between Direct-grant and Maintained Grammar Schools which some middle-class parents will imagine reflects a difference in social status. This distinction, and the permission to retain expensive preparatory departments, certainly will not make for " social unity within the educational system " or " a more closely knit society ", to quote the aspirations of the White Paper on Educational Reconstruction. The combination of capitation grant and graded fees will have the odd effect of subsidizing the fees payable by the wealthier parents and by local authorities for the places they take up. The financial proposals of the Fleming Committee were in many respects more sensible, and all save the wealthiest Direct-grant Schools may now regret too late that they did not lend their support to Scheme A, with its proposal that assistance from local authorities should rank for Exchequer grant. Most Direct-grant Schools will be in sore need of such assistance if they are to find the capital to meet the requirements of the Ministry's new Building Regulations, but it is not now likely to be forthcoming. The number of Direct-grant Schools may and, indeed, should be considerably reduced.

Indefensible Distinctions

THE sooner fees and all other needless and indefensible distinctions between Direct-grant and Maintained Grammar Schools are swept away the better. They are opposed to the spirit of the Act, and are arousing much intelligible resentment and suspicion of the Minister's intentions. It is to be hoped that local authorities which are justly proud of their Maintained Grammar Schools will press for the removal of these anomalous distinctions. Mr. Butler seems at times strangely unaware that among these schools there are many as old and with as distinguished an academic record as the strongest Direct-grant Schools; some have worked in happy partnership with local authorities for many years. But some local authorities need to be reminded that they themselves are responsible for the fear of local control which has alone enabled the direct-grant system to survive and which is unfortunately making many aided schools seek direct-grant status. It is a fear which will increase unless the Grammar Schools have reason to think that their administration of the Act will be liberal and enlightened, and that the new Regulations for Secondary Schools are not to be administered in the spirit of the old elementary code.

The Future of Independent Schools

WHITE Papers (other than those issued by the Ministry of Education) do not always receive the attention from administrators and teachers which they warrant, and we feel that it may be of interest to reproduce a table from the Budget White Paper (Cmd. 6623, 1s. net) which shows the numbers in different ranges of net income (that is, after payment of tax).

Range of Income after Tax £	1938–1939	1942–1943
150–250 . .	4,500,000	7,000,000
250–500 . .	1,820,000	5,300,000
500–1,000 . .	450,000	550,000
1,000–2,000 . .	155,000	117,000
2,000–4,000 . .	56,000	31,750
4,000–6,000 . .	12,000	1,170
6,000 and over .	7,000	80
Total . .	7,000,000	13,000,000

All of us, and the Governors of Independent Schools in particular, may find much to ponder in

Digitized by Google

the revelation that in 1938 19,000 persons had £4,000 or more to spend, while in 1942 the number was 1,250.

Information and External Relations

THE Ministry of Education has published particulars of the reorganization of the Secretariat. The historic divisions of Elementary, Secondary, and Technical Education disappear, and there will be four Principal Assistant Secretaries charged with Schools, Further Education, Medical, and Information and External Relations. It will be observed that the Public Relations of the Ministry have now achieved the same status as Schools or Further Education, and it would be very interesting to know precisely what significance attaches to this development. More than forty years ago this post in the Ministry was held by such outstanding personalities as Sir Robert Morant and Sir Michael Sadler. The resignation of the latter has always been interpreted as marking a change in the policy of the Ministry and, in so far as teachers have expected to receive any publications helpful to them in their work, they have looked to the Consultative Committee rather than to the Office of Special Inquiries and Reports. It is hoped that the Department in its " relation with the Empire and foreign countries, educational research including films, broadcasting, and similar aids, and publications ", now stated to be a responsibility of this Department, will draw on the best talent to be obtained in the country. The Ministry are producing a new series of pamphlets of which No. 1 *The Nation's Schools : Their Plan and Purpose* has just been issued. We hope to deal with this in some detail in our next number.

The Technical College

THE President of the Association of Principals of Technical Institutions, Dr. J. F. S. Ross, took an unusual line when delivering his presidential address recently. Instead of giving a survey of, or putting forward a policy for, Technical Education, he made a very strong plea to his audience for a wide and liberal interpretation of their responsibilities. In our opinion Dr. Ross rendered a service to education as a whole by emphasizing his views on this matter. Fortunately we have good grounds for believing that at the present time there is a growing sense of the importance which technical principals and their teaching staffs attach to the wider implications of vocational education. At the same time there is still a tendency in some quarters to regard the technical college with suspicion as the unimaginative provider of purely utilitarian instruction. Dr. Ross's words should do something at least to dispel this suspicion. He rightly described a liberal education as " not primarily a matter of the content of a syllabus ; it is a matter of the method of teaching as well as of activities outside and inside the class-room ". After asking how this is to be done, Dr. Ross answered that the choice of staff from men and women of alert personality, alive to the wider implications of education, is of prime importance. If we are indeed training a body of men and women who, in addition to specialized technical attainments and experience, possess a strong communal spirit and an understanding of young people as responsible citizens, we need have no fears for the future of technical education.

Planning the Schools

A CONFERENCE on " Planning our New Schools ", held on April 27 and 28 at the Royal Institute of British Architects, enabled architects, school medical officers, and representatives of teachers and of the Ministry of Education to exchange views on our future school buildings. There appeared to be general satisfaction with the Ministry's new Building Regulations together with real dissatisfaction with the present position. Sir Frederick Mander emphasized the need for speed and expressed the hope that the pre-war rate of school building will not be followed when once we start on replacement and new provision. As he said, " It can no longer be a leisurely occupation carried on in an arm-chair ". This may seem a commonplace, but it will need all our vigilance and ingenuity to see that the whole process of the requisition of sites, the production of plans, the approvals of local authorities and of the Ministry, the allocation of materials and labour is not a lengthy one. Mr. W. G. Newton referred to the Regulations as " refreshingly permissive and flexible ", but at the same time did not hesitate to stress the enormous difficulties facing both architects and authorities. Not the least of these is the fact that " in a service which should be alive and changing the plant is apt to be so permanent ". Around this problem will be waged the battle between the protagonists of factory-produced schools, light construction, traditional building methods, prefabrication, and the rest. Mr. Newton gave wise advice in urging us not to let this last word cloud our judgment. As he said, there are so many degrees of it from the prefabricated brick to the prefabricated laboratory, but each must be " good and sound and seemly and right in itself ".

Methods of Selecting Civil Servants

THAT the Army should be able to give hints to the Civil Service Commission on the selection of public servants may cause surprise. An elaborate technique has been created during the war for the selection of Army officers. That the results have been successful have been demonstrated by the arbitrament of war. Translated to civil life, the system takes the form of residence in a country house for candidates for higher civil service appointments, with the use of psychological and personal tests. A prescribed standard of education will be a prerequisite, but appointments will not be based solely on marks at a written competitive examination. The detailed regulations will be published immediately. Primarily the new methods are intended to meet the needs of those who have taken an active part in the war. There can be little question that the new methods will be continued under peace conditions. If the result is to make civil servants as a class more " human " and more willing to take a share in the life of the community, it will be all to the good.

Digitized by Google

[*The columns of* THE JOURNAL OF EDUCATION *are open for discussion of all matters, however controversial, that are of interest to educationists. The editorial views are expressed in "Notes and Comments" and in the occasional leader. It must not be assumed that* THE JOURNAL *is necessarily in agreement with the views expressed by contributors in articles or in correspondence.*—ED.]

THE NEW DIRECT GRANT REGULATIONS

By C. S. WALTON, M.A., Headmaster, University College School, London

BY the end of June the governing bodies of secondary schools which wish to be recognized for Direct Grant under the new regulations will have to make their decision and inform the Ministry. As no schools hitherto not grant-aided are permitted to apply for recognition, the question lies open to schools which now have grant aid in greater or less degree, whether they will come entirely under local education authority control as 'county' or 'voluntary' schools, be nominally under the direct control of the Ministry as 'Direct-grant Grammar schools', or give up grant-aid entirely and be subject only to the general supervision of private and independent schools conferred on the Ministry by the 1944 Act. Whichever of the three courses the schools may take, they are likely to be moved by a desire to attain much the same object, which in different cases will appear attainable, as far as it is at all possible, by different means.

Nearly all the old Direct-grant schools and many of the Aided schools owe their original existence to charitable trusts created to help provide education for particular categories of people. They have derived from this an attitude that they were in a position to give their clients something which they both needed and wanted, as a matter of grace rather than of right, and they have therefore been less open to influence by short-term waves of public opinion than the purely State schools, in which every one is apt to feel he has rights without corresponding obligations. In some cases this attitude has perhaps become a kind of complacent and fundamentally irresponsible conservatism, but often the schools have been progressively-minded, being in a position to carry through their ideas without needing to compromise with unintelligent and irrelevant public feeling, as the result of the respect which the Englishman everywhere accords to institutions which have been successfully established over several generations.

All these schools have had until now various percentages (usually 25 per cent.) of pupils whose parents were relieved of the fees, and have been dependent for the remaining places on the willingness of parents to pay fees of various figures. To a certain extent these have been subsidized by the grant from the Board of Education, perhaps averaging £10 a head, and, as most of the schools have recently had fees of £30 a year or less, the subsidy looked substantial. It has been justified by the argument that the parents were paying through rates and taxes a considerable sum towards state education, and might reasonably have a rebate in this way. There is a good deal of ground for thinking that most parents who would pay £30 would and could also pay £40 for something they really wanted for their own different reasons, and it may be doubted whether most of them have realized the existence of the subsidy. Where they realized also that in return they would be exposing their own children to the potential society of a minority of less fortunately circumstanced children, either they thought it was a good thing in principle and did not need bribing to risk it, or they thought it was a bad thing, but had no alternative. For it must be remembered that, until the development of state boarding schools on a large scale, parents of all income ranges up to a fairly high level will not have real freedom of choice of schools, unless they live in places like London with a large enough population to support a variety in possible travelling radius. Once the principle has been accepted that the state must provide free secondary education, every one admits that it has become anomalous for the only secondary school of the state system in the district to risk, through the barrier of fees, excluding those best able to profit. But turning a Direct-grant school into a County School in these cases will not touch the wider problem of giving effect to parents' reasonable wishes irrespective of their means. It must often happen in a small town that parents know the State secondary school has a deservedly bad reputation on certain intangible points, or they may dislike the personal influence of the Head, but they cannot send their children anywhere else, and the school does not experience the salutary effect of numbers falling and governors asking why.

The attitude of parents of children at present in the schools to the new direct-grant proposals is likely to be less dispassionate than that of governing bodies. The advocates of any reform in education are usually of an age when their children are past the risks involved in it. The Direct-grant schools cater not only for many who regard payment of school fees as natural a liability as life assurance premiums, but also for many who had a poor education themselves and are determined that their children shall have something better. Both these classes will be willing or more to continue paying fees, but both might cease to do so if the free State education began to give them the quality they want.

This quality would have to be evident not merely in competent teaching and adequate setting and equipment, but in the influence of the school as a social community on the children's general style and outlook.

Governing bodies have a duty to take a longer view, and as trustees will be considering how best to fulfil the original intention of the foundations, which is mainly to provide a higher education preparatory to the universities. It may well be thought that the Ministry has lost a great opportunity of creating a new system of schools from among the old Direct-grant schools, the distinguishing mark of which would be their standards of advanced or 'sixth-form' work. Perhaps even now it is the Ministry's intention to accept on the new list only schools of this sort. But unhappily the schools

Digitized by Google

as a whole are apprehensive about the Ministry's strength of mind to get its own way, if it is the right way, and are not convinced that, if they have to contend with a wrong-headed local authority, the escape from it provided by the new direct-grant system is likely to be real or lasting. Let us examine the causes of these unfortunate doubts.

In the first place it is not forgotten that on the outbreak of war the Board of Education practically passed out. Officials were seconded to other departments, and His Majesty's Inspectors turned on to other duties. It is easy to be wise after the event, and this might have been all for the best, and so might the evacuation of school children. But the point that sticks out from these things is that the central authority then showed it did not mind 'education being the first casualty of the war', nor did the Board assert itself over the Ministry of Health as the proper agency to see that the children were provided with what it was their statutory right to be given.

Secondly, the Education Act of 1944 has a flavour of the same origin and the same destiny as the Fisher Act of 1918. Granted that the aspirations of the people for a better world during the lull before D-day had to be given some focus, why should education be the victim of political expediency? Even in 1943 it was obvious to thinking people that conditions after the war would hinder any wide enlargement of the scope of education for some years, and that the educational system, hampered by a repetition of the same mistakes as in 1914–18 in withdrawing staff from the schools, and disheartened by the successive evacuations, would not be in a state to work out and put into effect large changes. Many people reflected in silence that the raising of the people's hopes and venting their prejudices in the discussions leading to the Act showed a latent insincerity and irresponsibility about educational ideals.

Thirdly, there was felt to be poor reasoning due to prejudice in the gradual closing down of Arts courses at the Universities through the calling-up regulations, while the scientific (technical) courses were allowed to continue. Either things were so serious in the war that every one capable of bearing arms should be trained to them as soon as possible, or, if not, the long-term training of some in the arts courses was as necessary to the future balance of the country's intellectual equipment as the two years or so allowed to the best technicians and the latitude given to skilled apprentices. The line taken seemed to show that authority did not believe in the values for which the grammar school tradition stands.

As for the local education authorities, the attitude of some in the discussions before and after the Education Act has added to the doubts felt about them. First, it has seemed in many places that the changes involved in the Act were producing primarily a struggle for power and control, not so much for the sake of improving education, but to make local personages and officials more important. This has particularly been the case where county boroughs have rejoiced at the chance of dismembering the work admirably done by an efficient and enlightened County Education committee, as in Middlesex. The public man who has the common idea that any one can teach and a teacher is not much of a fellow often becomes tyrannical in local government when he finds himself in authority over schools. At least some of us realize the haphazard way things used to go on to justify this idea, and wish to think of teaching as a craft in which the skilled artificers are entitled to be free of ignorant lay interference. Teachers in local education authority schools are often prevented from giving vent to their feelings on this point by an understandable reluctance to criticize their employers.

Secondly, local education authorities as composed under the new set-up are expected to be even less sympathetic to the grammar-school tradition than many have been hitherto. There is a well-authenticated story of a local education authority chairman of governors who told the headmaster that he was not attending any more meetings during the war, as anyhow the boys ought all to be in the factories. This is doubtless an extreme case, and it has to be remembered that the hostile behaviour of many members of local education authorities has its origin in the slights they feel they have been dealt by persons whose manners have not profited by their superior education.

Thirdly, local education authorities almost without exception are never free from the pressure of public opinion to keep down the rates. It remains to be seen how the greater initiative which the central authority has acquired under the 1944 Act is going to eradicate this tradition. But it is felt that with this pressure behind it a local education authority is not going to find it easy to provide the money which proper sixth form work requires, especially when it is naturally anxious to give the greatest possible encouragement to the new kinds of secondary schools. Even when the leaving age is raised to 16, it will be felt that the sixth form of a grammar school providing for boys and girls over 16 is a point which is in danger of giving the grammar school too large a claim on the available resources.

The new Direct-grant regulations have been criticized for their grudging tone and certainly do not contain the inspiration of any particular ideals. Rather they are an ingenious formula of compromise between the points of view of various parties, and might allow considerable flexibility to suit the different circumstances of schools with long individual history. Even the supporters of complete accessibility irrespective of parents' means can be shown that their point of view is taken into account in the possibility that a school could be completely free to parents, if besides the 25 per cent. free places 25 per cent. reserved places were taken up by the local education authority and the residuary 50 per cent. places were eventually filled by children whose parents qualified for remission under the means test. Experienced opinion rather believes that this is likely to happen in many places, because parents disposed to pay fees will send their children to private or independent schools, and the residuary places will not be strongly competed for. Others think that the exact opposite will happen and its result is deemed desirable or undesirable in accordance with social and political standpoints. If the schools are desired to form a meeting-place for all classes of local society as they did in earlier centuries, it must seem a thing to be welcomed that parents who are able to afford fees should be eager to secure residuary places for their children, alongside those of poorer parents already assured of free or reserved places. The attitude of the local education authority to its rights of paying for free places and claiming reserved places will in each case ultimately settle the local attitude to each school.

It may be permitted to express a regret that all the educational and social problems involved in the extension of secondary education, which have by

(*Continued on page 276*)

Digitized by Google

Modern French Stories

These French reading books for beginners are part of the well-known *Modern Studies* series edited by Professor R. L. Graeme Ritchie. They are written in an amusing manner, the matter being entirely modern, whilst the stories themselves show an admirable insight into French manners and customs. Each set of books is carefully graded ; there are no difficult grammatical constructions, and pupils will be able to read the stories without any help beyond that provided by the lively illustrations and the vocabularies at the end.

Strong Paper Covers. Illustrated. **1s.** each

RECENTLY PUBLISHED

First and Second Grades of Set "D"

Les Dimanches de la Famille Pinson
Les Pinsons dans le Commerce
Both by ROGER MAIRET

Third and Fourth Grades of Set "D"

Le Musée Dupont CLAUDE BERTEIL
L'Étrange Aventure du Docteur Varennes GEORGES COLARDEAU

The above are some of the latest additions to this popular series, and in reviewing the two "Pinson" volumes recently, the *Scottish Educational Journal* said that both books are excellent for "proving to the pupil that French is really a language that he himself could use."

JUST PUBLISHED

Youth and Music

DR. DESMOND MacMAHON

Hitherto, in spite of the increased interest in music amongst all sections of the population and especially the young, there has as yet been no book dealing exclusively with the subject of music as applied to the Youth Club.

Dr. MacMahon, the well-known expert on music for schools, has remedied this deficiency in the most practical way. **5s.** net

Your Money and Mine

BARNARD ELLINGER

"This is the way economics should be taught in the first stages. One lays down the book with the feeling of having spent an evening by the fireside with a man of sense and humour whose lightness of touch comes of wide reading and acute observation at first hand of economic affairs."—*Manchester Guardian.* *Charter for Youth Series.* **5s.** net

School Drama

Nelson have always realized nothing is so well calculated to develop mental and physical poise and to lessen youthful self-consciousness as the ability to act. Moreover, acting is one of the best means of learning the right use of the voice. Included in Nelson's long School Drama list are, of course, the majority of Shakespeare's plays with full acting notes ; books on the production of school plays, and many modern plays for boys and girls.

Here are a few selections from a very lengthy list:

Read and Remember Play Books, carefully graduated Dramatic Readers. Each volume complete in itself. Each **1s.**

Nelson's Show Plays for children between six and fourteen. Juniors, each, **6d.** ; Seniors, each **9d.**

Plays from History—six carefully graded volumes written by John B. Crossland.
Prices from **10d.** to **1s. 1d.** each

Teaching of English series—the drama section in this famous series is particularly strong and contains plays, both classical and modern, suitable for children of all ages. Prices **1s. 6d.** and **1s. 9d.**

READY SHORTLY IN SAME SERIES

Young People in Industry

M. W. THOMAS, M.A., LL.M.

The appeal of this book is to Youth Leaders, Adult Classes, and those concerned with educational, social and political planning, but the general reader can also profit by it. Mr. Thomas traces the gradual amelioration of conditions in industry affecting young people during the past 150 years.

Handbook of French Pronunciation

ANDRÉ CLASSE

"So much is packed into the seventy pages of M. Classe's brilliant and modest book that it almost defies criticism. . . . Let me say quite simply that I cannot find praise enough and that it is likely to remain a classic of its kind."—*Journal of Education.* *Illustrated* **2s. 6d.** net

Thomas Nelson & Sons Ltd.
Parkside Works · Edinburgh

Digitized by Google

force of historical circumstances come to a head over the comparatively small category of Direct-grant schools, should have been hastened to a solution when no one is fit to think clearly ahead after the strain of six years' difficulties in day-to-day work and organization. The cry for equal opportunity presupposed a state of affairs which needed fundamental remedy, not just an emergency scheme of rationing a service not amply enough provided. More and better State secondary schools, and especially boarding schools, must be the way, at the moment an unpracticable way, of giving real equality of opportuuity. What is in danger of being done is to substitute one inequality by another, by excluding those who have mostly had the opportunity hitherto in favour of those who have not. This is all the more likely to happen as the 11-plus age is being retained as sacrosanct as the effective deciding point for a child's fitness for secondary education. It is gradually being realized that there is no justification for it in educational psychology, and almost any form of test conducted at this stage cannot distinguish unerringly a child's future aptitude. Since the children of the poorer classes develop in initiative and self-possession more rapidly or even precociously through the habits of their environment, such as playing in the street, than children of the better-off, the latter are bound in examination tests held before the stage of adolescent self-consciousness to show up less favourably, but will often do progressively better as they grow up. The precocious development of the working-class child's personality in a body inadequately fortified by unsuitable diet often leaves no room for expansion of mind at 16 or onwards. This is one of the reasons why it is an error to think that educational opportunity is the point to concentrate reform; it must begin with radically altered housing conditions, and habits of living.

It is a fact relevant here, because making Grammar schools free, at a time when secondary education is in short supply, necessarily involves selection by some examination or test, and many parents everywhere are afraid that their children will be excluded if they bring them up as they wish to do, or must be forced early on into the kind of competition which they have themselves fought through to avoid their children having to face. This is not an undeserving section of society, and indeed it could perhaps be shown that it has provided some of the country's most valuable assets, as each generation has raised the capacity of its children by being able to afford better nurture and education. From the point of view of the schools, which must be concerned with the maintenance of the cultural tradition for the general good irrespective of who maintains it, it is an alarming thought that this class may be largely excluded from the earlier stages so that the tradition later on may vanish for want of enough people to enter into it.

AN EXPERIMENT WITH GREEK

By MORRIS MARPLES, M.A. (Oxon.), F.R.G.S., Headmaster Wolstanton County Grammar School

THERE is a certain fear among teachers and lovers of the Classics that, in the hurly-burly of reform, Greek may finally be ousted from the grammar schools. The hosts of Midian have been on the prowl now for several generations, and the champions of Greek have been waging spirited warfare—not without success, despite their appearance of fighting with their backs to the wall for a lost cause; for, apart from the war period, the study of Greek has actually increased in the grammar schools during the last twenty years. Nevertheless, it is clear that if Greek is to be maintained—and maintained it must be, if we are to retain contact with the source of so much that is finest in our cultural heritage—something will have to be done, some concession made to the insistent demands of the present (which in practice means the over-crowded time-table). Gone, and quite rightly gone, are the days when all the best boys, and many others by no means of the best, followed an exclusively classical course throughout their school-days. But the position of the classical minority is now being increasingly challenged. What are we to do?

Various remedies or half-remedies have been suggested during the last few years. One proposal is that the intensive study of Greek literature in translation might find a place in the modernized cultural curriculum. This might be all very well in its way, in fact an excellent thing in the right hands; but it could not take the place of or even be remotely comparable with the study of Greek literature in Greek. What possible substitute can there be for "the strong-winged music of Homer", the magnificence of Aeschylus or the agonizing simplicity of Sappho? It must be Greek or nothing. Another suggestion is to substitute Greek for Latin in the ordinary main school course (where Latin is still very widely studied), on the principle that, if we must sacrifice one of the classical languages, let it be the inferior language. This has, I believe, been tried, and offers certain attractions. Yet it is surely desirable that as many people as possible should know something of Latin, which as a language has played an even more important part than Greek (considered purely as a language) in our history. Greek must inevitably be confined to quite a small minority. Our aim must be to prevent the extinction or further reduction of this minority.

The purpose of this article is to put forward yet another plan, one which is being followed at the present time in a number of schools, including that with which the author is intimately connected, where it has been in operation for five years. Briefly, the suggestion is to introduce Greek for selected boys (or girls) in the Sixth Form, and not before, making it a full subject taken in conjunction with Latin and Ancient History--in other words, to confine the full classical course to the Sixth form, where it will be followed only by those who, having earlier revealed their aptitude by success in Latin, will be able to do full justice to it.

This may sound a tall order, and in fact many who hear of it are frankly incredulous. But experience has shown that it can be done, with results most satisfactory, whether we look at it from the loftier standpoint of education in the truest sense or from the lower level of mere examinations. The second consideration is one which is bound to interest the practical teacher. Let us therefore take it first.

Boys who take this course should preferably be fifteen when they start it in the Lower Sixth, having

(Continued on page 278)

Digitized by Google

HARRAP BOOKS

A COURSE OF CHEMISTRY FOR SCHOOLS

W. Taylor, D.Sc.

"An admirable and wide-minded introduction to the subject."—*Times Educational Supplement.*
"There is an amazing wealth of fact compressed into the 500 pages of this book which more than covers the requirements of the School Certificate."—*School Science Review.* In two parts, **3s. 9d.** each. Complete, **6s.**

PHYSICAL CHEMISTRY

H. L. Heys, M.A.

A post-School Certificate book with carefully graded information designed to take the pupil up to the end of the first university year.
"Sound scholarship and skilful presentation combine to make it an excellent book."—*Schoolmaster.*
"Physical chemistry is generally found difficult, and occasionally arid, by the beginner. Mr. Heys' book is written so skilfully that the difficulties are largely smoothed away and the aridity eliminated."—*Journal of Education.* **5s.**

EVERYDAY SCIENCE TOPICS—I, II, III

T. A. Tweddle

An introductory general science course in which the pupil uses simply constructed everyday apparatus to demonstrate scientific principles.
"We are not surprised to hear that the scheme has aroused world-wide interest."—*A.M.A.*
I. **2s. 3d.** II. **2s. 9d.** III. **3s.**

THE STUDY OF LIVING THINGS

H. W. Ballance, B.A.

"This beginners' course in biology is excellent and can be recommended to all schools. It is written in a manner that should encourage pupils to read and reason things out for themselves. The book is well presented, clear in type, and very readable."—*Times Educational Supplement.* I. **3s.** II. **3s.** III. **4s.**

ELEMENTARY BIOLOGY—Notes for Revision

T. H. Savory, M.A.

This book contains a review of the essential facts of biology, arranged for easy reference and revision. It is essentially an examination handbook which, in reducing the time spent in learning bare facts, allows room for discussion of more interesting matters. **2s. 6d.**

ELEMENTARY PHYSICS AND CHEMISTRY FOR STUDENTS OF BIOLOGY

E. A. Woddall, B.Sc., Ph.D., and E. C. Denne, B.Sc.

"The choice of material is good, and the matter is clearly and concisely stated. Illustrations are simple in form, and amply sufficient. We welcome this book as satisfying a want."—*Biology.* **4s. 6d.**

MAN AND OTHER LIVING THINGS

F. G. W. Knowles, M.A., D.Phil., F.Z.S.

A NEW INTRODUCTION TO CHEMISTRY

H. L. Heys, M.A.

These two new books are in an advanced stage of preparation and should be ready either at the end of this term or during the holidays. Teachers who would like to have details on publication should send their names and addresses to the publisher.

GEORGE G. HARRAP & CO. LTD.

182 High Holborn
London W.C.1

Digitized by Google

previously reached Distinction or good Credit standard in School Certificate Latin. But it has been begun on occasion at 16 and completed with success. Seven or eight periods of actual teaching a week each are given to Greek and Latin, and three to Ancient History. The Higher School Certificate is reached in two years with these three as Main subjects, and English, and sometimes Latin verse composition, as Subsidiary. So far not a single boy has failed to gain his Higher Certificate, frequently with Good in Greek no less than in Latin. The third and, if time permits, the fourth year are then devoted to wider reading with a view to classical scholarships.

It is no doubt regrettable that the examination aspect of the matter needs to be stressed in this way. But we live in a practical world, and, as things stand at present, boys, and especially boys who have very little financial backing, must pass examinations. It would not be fair to induce them to take up the study of Greek, however desirable from a cultural standpoint, if they were unable to do at least as well in the examination room as their fellows engaged on other advanced studies. To show that they can do so, let me give the ' potted ' biographies of the few who during the last few years have followed the course I am advocating.

A. A very able boy, but old when he started: Higher Certificate in two years: being unable to remain longer at school owing to circumstances arising from the war, he entered for and won open classical scholarships at two provincial universities, one of which he accepted.

B. Only average ability: Higher Certificate in two years: he went young to the university and took Second Class honours in Classics at twenty.

C. Very able, but a slow starter: Higher Certificate in two years: County Major Scholarship in Classics, Kitchener Scholarship and open classical scholarship at Oxford in his third year.

D. Of good ability, but rather old: Higher Certificate in two years: during his third year he accepted a business appointment, although a potential scholarship winner.

E. An able boy, though he failed to get Credit in School Certificate Latin: Higher Certificate in two years: County Major Scholarship in Classics in his third year: open classical scholarship at Oxford and State Scholarship in his fourth year.

F. Of average ability: abandoned the course after one year.

So much for those who have left school. Of the nine now taking the course, three have just completed the County Major Examination (two of these having already gained Higher Certificate: the third was absent from the examination through illness), two are about to take the Higher Certificate examination for the first time, and four are due to take it for the first time in 1946. It will be noted that numbers are slowly increasing from year to year.

Some details as to the method of the course may be of interest, for naturally it differs considerably from the normal. A start is made with Dr. Rouse's *Greek Boy at Home*, which has the advantage of giving continuous reading almost from the first moment of Greek. This is an important consideration: the pupil has a sense of mastery of what he is doing right from the start, and is delighted to find he can read several pages of Greek at a sitting after only a week or two at the language. The parallel volume of grammar and syntax, *A First Greek Course*, has also been used, though not altogether suitable. These are completed in a couple of terms or less, by which time the learner is ready for the real thing, to which he is generally introduced by reading a Greek play partly in translation (in the Clarendon series), sometimes during the first Christmas holiday after starting Greek. Thereafter the main object is to read as much as possible. Rapid reading is the aim (except in the case of set books), and to that end the intelligent use of translations is permitted, so that after a year a group will be covering 200-300 lines of a Greek play or four or five pages of Demosthenes or Plato in a single school period. This has the effect of building up vocabulary quickly, and also maintains interest at a high level, since the form and significance of what is being read are more easily grasped. In this way it becomes possible to read a related group of works in a term, to the further increase of interest and appreciation; for instance the whole of the *Oresteia* at one fell swoop (a formidable task, but it has been done), or the *Medea* together with a relevant book of Apollonius Rhodius. It has been the practice also to go off the beaten track, and not to shrink from authors sometimes considered too difficult for school boys, such as Pindar, of whom the selections in the Oxford Book of Greek Verse are read with enthusiasm (which one might hardly have expected). Other favourites have been Hesiod, the lyric poets and Theocritus, all in the Oxford Book of Greek Verse, Plato's *Symposium*, Theophrastus, and a representative group from Jebb's Attic Orators. These do not of course take the place of Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides and Demosthenes, all of whom figure in the reading of a boy by the time he has done three years of Greek, but are added by way of titbits to the main repast. Literary history and criticism are taken in conjunction with the reading, so that boys may appreciate, and as far as possible understand, their literature in relation to its background.

If this latter aim did not succeed to any appreciable extent, the course might be described as a failure (despite examination successes), for what is the good of reading Greek if we cannot savour the exquisite and incommunicable aroma of Greek literature, and especially Greek poetry and philosophy, for ourselves? But that it does succeed is abundantly obvious all along the line. Boys who begin Greek like this tend to become enthusiasts, partly of course because they have taken up the subject entirely of their own free will. He whom I have called C above, for example, became a prodigious and prolific reader of Greek during his spare time after two years, and by the time he went up for his scholarship had read half Homer and fifteen or more Greek plays on his own, besides accomplishing the portentous and scarcely to be recommended feat of ploughing through the whole of Plato's *Laws* one summer holiday (having come across a copy in a second-hand bookshop). Most of the others in varying degrees may undoubtedly be described as devotees of Greek. The universal verdict is that Greek literature, coming upon them as it does with the shock of novelty at an age when they are able to appreciate it, is far finer than Latin. That of course we all know. But something has been accomplished when it forces itself upon the attention of a seventeen-year-old boy, moved by the poignant simplicity of Homer, or struck suddenly by the magic of some jewelled phrase of Pindar.

The practical result of such a method is that a boy becomes very proficient at reading Greek: his passive vocabulary is extensive, if a little vague as to details, and he excels at unseens. He can also tackle literary and historical questions with assurance. But

(*Continued on page* 280)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

In this first book (which is intended for pupils of 11 or 12) grammar lessons comprehend only the broadest outlines. The other two books are in active preparation.

SHAKESPEARE

Blackie's editions of Shakespeare's plays include such well-known and popular series as the Plain Text (9d. each), Junior School (1s. 3d. each), Self-Study (1s. 2d. each) and Warwick (2s. 9d. each). Full particulars on application.

THE MINSTER ENGLISH TEXTS

Edited by J. C. DENT, M.A., Headmaster, Westminster City School. Each book is provided with two sets of exercises—one on the text in general and the other designed to help more detailed study of selected passages.

ADDISON—The De Coverley Papers. 1s. 9d. AUSTIN—Pride and Prejudice. 2s. 6d. BUNYAN—The Pilgrim's Progress. Part I. 2s. DICKENS—A Christmas Carol. 1s. 9d. ELIOT—Silas Marner. 2s. 3d. KINGLAKE—Eothen. 2s. 3d. LAMB—The Adventures of Ulysses. 1s. 9d. MACAULAY—Essay on Clive. 1s. 9d. SWIFT—Gulliver's Travels. Parts I and II. 2s. 3d.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new " Warner and Marten ")

GEORGE TOWNSEND WARNER, M.A.
SIR HENRY K. MARTEN, K.C.V.O., M.A.
D. ERSKINE MUIR

The famous " Warner and Marten " completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve " periods " into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. Book One—55 B.C.–A.D. 1603. 5s. 6d. Book Two—1603–1939. 6s. 6d. Section Two—1485–1714. 3s. 9d. Section Three—1603–1783. 3s. 6d. Section Four—1688–1939. 5s. 6d. Section Five—1783–1939. 4s. 3d.

HISTORICAL STUDIES IN THE LIFE OF JESUS

By W. M. WIGFIELD, M.A. 3s.

A frank and reverent effort to solve pupils' difficulties regarding the Gospel story and the life of Christ, suitable for the upper forms in secondary schools. With exercises.

LA FRANCE VIVANTE

Livre de Lecture pour la Première Année. By L. LAMPORT-SMITH, M.A., Headmaster, Downham Secondary School; Officier de l'Instruction Publique. With 30 coloured illustrations by FERDINAND RAFFIN. 2s. 6d.

A first-year reading book planned to go side by side with a Course Grammar. It contains 30 lessons, each provided with a coloured illustration by Ferdinand Raffin. After each lesson there is a list of words to learn and a questionnaire. Thèmes d'Imitation are given at the end of the book.

LE FRANÇAIS PAR L'IMAGE

Livre de Lecture pour la Seconde et la Troisième Année. By L. LAMPORT-SMITH, M.A. With 41 coloured illustrations by FERDINAND RAFFIN. 3s.

This book contains 41 lessons each with a coloured illustration by Ferdinand Raffin. A list of words and a questionnaire accompany each lesson. A vocabulary is given at the end. Both books present a vivid picture of life in France to-day.

FLORAISON FRANÇAISE

A collection of French poems for schools. Edited by F. F. BROTHERTON, B.A., Burnage High School for Boys, Manchester. 2s. 3d.

An anthology representative of the finest French poetry: 80 poems from all periods of French literature. With comprehension tests and full vocabulary.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 215 diagrams. 5s.

This is the second volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. A third volume—Light—is in preparation.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. See note above.

A SCHOOL ALGEBRA

By C. WOIDE GODFREY, M.A. (Cantab), Headmaster of Thetford Grammar School, and R. C. B. TAIT, B.Sc. Hons. (London), Senior Mathematics Master, High School, Worthing. A course in Algebra, which covers the School Certificate Syllabus of Elementary Mathematics for all the various examining bodies. The book is divided into four parts, each containing a suggested year's work, and is issued in the following forms.

Complete, 4s. With Answers, 4s. 3d.
Parts I and II (one vol.), 2s. 6d. With Answers, 2s. 9d.
Part III, 2s. With Answers, 2s. 3d.
Parts III and IV (one vol.), 2s. 6d. With answers, 2s. 9d.
Part IV, 2s. With answers, 2s. 3d.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

he is not so good at prose composition : the building up of an active vocabulary and the acquisition of even an elementary grasp of Greek idiom takes time, if it is to be accurate, and is generally not accomplished till the third year, and then not so well as under the old established method. For my part I wish it need not be accomplished at all. Though translation into either classical tongue is a valuable exercise, which forces any one who attempts it properly to get to grips with meaning to a greater degree than translation into any modern language, it might well take second place in a course such as I have described, or even be omitted altogether. That it is there is of course due to the exigencies of examinations, which continue to include prose composition ; and as a reform desirable in the interests of Greek studies I would suggest that the prose composition papers, like the verse composition papers, in Greek (and likewise in Latin) should be optional. There might be some suitable alternative, such as further unseen translation or literary questions ; or they might be required only of scholarship candidates or those seeking high honours. In this way the needs of two classes of candidate would be met—those who intend to pursue the study of Greek *à l'outrance* and wish to master the language thoroughly, and those others, of whom if this concession were made there might well be more, who merely want to read Greek fluently and with enjoyment.

After all, it is the latter class we particularly wish to foster. Scholars there will always be, and not even the exclusion of Greek from the schools would prevent the appearance of a Porson or a Gilbert Murray, if the times were ripe. But, if the influence of Greek thought is to prevail, there must be a leaven of educated people who, without being scholars, have read and can read Plato and Sophocles, Homer and Herodotus, in the original tongue. Some of them may read no more after leaving school or university ; but the memory, or at least the effect, of what they have read will remain with them. Others will carry on the reading of Greek into after-life as a hobby and a recreation.

My contention is that this can be accomplished by means of a short course such as I have described. There is no need for a boy to spend an undue amount of time on Greek at the age of thirteen or fourteen, neglecting almost everything else (except Latin). It is possible for him to take all the usual and indispensable subjects up to School Certificate standard, if necessary : in fact the boys whom this article has in mind take English, History, Geography, French, German, Latin, and Mathematics in the School Certificate, dropping General Science just before the final year, though it would probably be a better plan for them to include it, perhaps making French and German alternative. Well provided with a general background the aspirant to Greek can then begin the study of his new language, knowing from Latin the sort of thing to expect, full of enthusiasm and ready to advance with speed upon the new worlds which are his to conquer.

HISTORY

By G. D. MARTINEAU

I TEACH History. This statement may be challenged by at least one educational reformer, but, within the limits imposed by circumstance, it is reasonably accurate. I give two history lessons a week, totalling eighty minutes according to the time-table. But, if the headmaster feels generous, he sometimes awards a half-holiday on a history afternoon—and " that is that ". Also there are a few unreckoned minutes after tea, when medicines are dispensed. These minutes belong by rights to history. Something like this—history-masters will tell you—happens in most schools. With these reservations, I have some twenty history periods in a short term and twenty-four in a long one, and I use them as well as I am able.

What can I teach in that time ? Public school scholarship and entrance examinations deal only with British History, covering just 2,000 years—from 55 B.C. to the present day. When I began teaching, I split the history-book into three, hoping to finish it in a year. But I found I was trying to do too much in the time. We never had leisure to revise what we had done. I therefore redivided it into four parts, and this works better. It means that a boy spending four years at the school covers his country's history three times — six, counting end-of-term revisions. In addition, he tries his hand at occasional examination-papers which survey history as a whole, and every week he learns some dates. Yes—kings and queens. By heart. Dull ? But you haven't attended my history-class. Eloquent ? Inspiring ? Well, that's not for me to say either—but here is what happens. It is Tuesday, and I have to deal with Richard II and Henry IV. Or—if you don't like thinking in reigns—the Peasants' Revolt and the Suppression of the Lollards. I have twenty minutes in which to talk about John Ball, Wat Tyler, Richard of Bordeaux, John of Gaunt, Henry Bolingbroke, John Wycliffe, Owen Glendower, and the battle of Shrewsbury. I must allow my class the rest of the time to read in their books what I have just been telling them. On Friday they will be questioned. Some will know quite a lot about it, some a little, others nothing at all.

Well ? Not at all well according to Mr. Milliken, author of an historical pamphlet issued by the Incorporated Association of Preparatory Schools. How I admire Mr. Milliken ! He is sweeping—and I like a man who sweeps. Scattering the cobwebs right and left, he dismisses public-school requirements, pointing out that nobody fails for common entrance or scholarship on history alone—so why worry ? Heartened by this hypothesis, he defers the complexities of post-Tudor history till School Certificate Age, so that a boy of 13 may go forth knowing nothing of Cromwell, Marlborough, Nelson, the Victorian Age, or indeed of the men who won the Empire.

Postponing the study of modern history, as involving complicated religious, economic, and constitutional issues, Mr. Milliken wheels his hobby-horse about and gallops back to prehistoric ages—to the primordial slime, the Story of the Rocks, the Roamers, the Cavemen, and all that. Free now as Mr. Wells from the stifling control of public schools, he draws up a syllabus (with a square foot of bibliography) which deals in historical phases from the Ancient

(Continued on page 284)

Digitized by Google

Of Concern to Teachers (4)

The following information as to the supply position of three widely used Series is given to assist teachers who are now making up their book orders for the Session 1945–6. *The publishers regret the inconvenience caused to teachers by the shortage of essential school books, but until more paper is allowed and more labour available for printers and binders the situation cannot improve.*

LATIN FOR TODAY

In this direct method course connected Latin is read from the outset and the background for the study of Latin authors is built up through reading matter which familiarizes the pupil with the main facts of Roman life, legend and history. Teachers are invited to apply for loan copies of the three-book edition. While supplies of the two-book edition will be available for the next few months, they will not be renewed when the present printings are exhausted.

Three-book edition

Book One	4*s.* 3*d.*	*Binding. Supplies in a few weeks*
Book Two	4*s.* 6*d.*	*Supplies now available. Order early*
Book Three	4*s.* 6*d.*	*Supplies now available*

Two-book edition

First Course	5*s.* 0*d.*	*Supplies now available. Order early*
Second Course	6*s.* 0*d.*	*Reprint just completed and stocks available*

THE NEW HUDSON SHAKESPEARE

The following plays in this edition for School Certificate forms are still available, price 3s. 6d. each

As You Like It	*Henry IV, Part Two*	*Henry V* *King Lear*
Richard II	*Richard III*	*Merchant of Venice*
Romeo and Juliet	*The Tempest*	*Twelfth Night*

SELECTED ENGLISH CLASSICS

Of the twenty-one volumes in this edition for middle and School Certificate forms, the following are still available, price 3s. 6d. each.

Selections from the English Bible; Three Comedies (The Knight of the Burning Pestle, The Critic, The Importance of being Earnest); Selected Poems from Arnold; Pilgrim's Progress, Part One; Selections from Byron; Selected Poems from Coleridge; Selections from De Quincey; Three Voyages of Drake; Selections from Johnson; Selected Essays of Charles Lamb; Macaulay's Essays on Lord Clive and Warren Hastings; Milton's Minor Poems and Comus; Selections from Shelley; Sidney and Shelley Apology for Poetry and Defence of Poetry; Stevenson's Travels with a Donkey and Virginibus Puerisque; Selections from Swift; Selections from Wordsworth.

Books sent on loan to teachers.

GINN AND COMPANY LTD.
7 Queen Square, London, W.C. 1

Digitized by Google

LONGMANS

AN INTRODUCTION TO AN ENGLISH HIGHWAY

By A. R. MOON, M.A., and G. H. McKAY, B.A. **2s. 3d.**

"Constitutes an attractive and practical approach to grammar, and provides a series of well-devised questions to test comprehension and appreciation and secure clarity of expression."—*Schoolmaster.*

AN ENGLISH HIGHWAY

A complete English Course in three stages for pupils from 11–16.

By A. R. MOON, M.A., and G. H. McKAY, B.A.

AN ENGLISH HIGHWAY, Stage I, Ages 11–13. **2s. 9d.**
AN ENGLISH HIGHWAY, Stage II, Ages 13–15. **3s.**
A NEW ENGLISH COURSE, School Certificate Year (being Stage III of *An English Highway*). **5s.**
FORGING AHEAD. An English Course for Middle Forms supplementary to Stage II of *An English Highway.* **3s.**

"Is based on sound lines and contains a great variety of useful and original exercises that aim at training observation and judgment."—*Journal of Education.*

RICHARD OF BORDEAUX

By GORDON DAVIOT, with notes and introduction by C. H. LOCKITT, M.A., B.Sc.
A volume in "The Heritage of Literature Series". **2s. 9d.**

BRITISH AND FOREIGN HISTORY

By E. H. DANCE, M.A.

BOOK I. CHRISTENDOM AND BEYOND. THE MIDDLE AGES. **3s. 6d.**
BOOK II. NEW EUROPE AND THE NEW WORLD (16TH TO 18TH CENTURY) **3s. 6d.**
BOOK III. THE MODERN WORLD (SINCE THE 18TH CENTURY) **3s. 6d.**

"The foundation of a critical sense is laid by exercises on the Source Readings, carefully chosen and varied, and by questions accompanying the illustrations; some of these break new ground. Linked with charts and diagrammatic maps, they form an integral part of the study planned in this intelligently simple survey of world history."—*The Times Educational Supplement.*

AN ILLUSTRATED HISTORY OF MODERN EUROPE

By DENIS RICHARDS, M.A. *Third Edition.* With Maps and numerous Illustrations. **5s.**

"The book deserves high praise. It is up to date in its facts, brightly written and shows real skill in cutting out all military and diplomatic detail except the most essential."—*History.*

GEOGRAPHY FOR TO-DAY

This Series of Geographies for Middle Forms provides a carefully-planned course for the years of progressive development which lead up to the School Certificate year. Throughout each book, the object is to help the pupil to apply to world geography the geographical principles learned in connexion with a special area, each principle being fully elucidated in the course of the regional studies.

Main Divisions

I. AT HOME AND ABROAD, **3s. 6d.**
II. THE SOUTHERN CONTINENTS, **5s.**
III. NORTH AMERICA AND ASIA, **5s.**
IV. EUROPE AND THE BRITISH ISLES, **5s.**

Sub-Divisions

AFRICA, **3s.**
AUSTRALIA AND NEW ZEALAND, **2s. 9d.**
SOUTH AMERICA, **2s. 9d.**
NORTH AMERICA, **3s. 6d.**
ASIA, **3s. 3d.**
EUROPE, **3s. 6d.**
THE BRITISH ISLES, **3s. 6d.**

LONGMANS, GREEN & CO., LTD., 43 ALBERT DRIVE, LONDON, S.W. 19

Digitized by Google

LONGMANS

A SCHOOL GEOMETRY

By A. WALKER, M.A., B.Sc., and G. P. McNICOL, M.A., B.Sc. 5s. 6d.

Part I. (Books I–III) 4s. 0d.
Part II. (Books IV–V) 2s. 9d.

This book provides a sequence of propositions largely Euclidean, avoiding algebraic proofs of propositions dealing with Area and Proportion. All references to previous propositions in the course of proofs are verbal.

There is an introduction containing a term's work in practical geometry.

ELEMENTARY GENERAL SCIENCE

Edited by J. M. HARRISON. Book I, 4s. Book II, 4s. 6d. Book III, 5s.

"The author of this series has interlinked the sciences much more successfully than is usual in books on General Science. . . . References to the work of great scientists, to modern industrial practice, and to familiar phenomena of everyday life occur frequently in the text. There are some useful half-tone illustrations and a large number of clear and effective line diagrams. This soundly written and well-produced series should have a good reception."—*The Times Educational Supplement.*

A PROGRESSIVE SCHOOL CHEMISTRY

By J. M. HARRISON, M.A. Introductory Course. 3s.

One of the chief features of this popular textbook is the skilful way in which the author uses the everyday applications of Chemistry.

A SCHOOL FLORA

By W. M. WATTS, D.Sc. 5s. 6d.

A Flora for the student who has mastered the elements of botanical science. It is of a handy size so that it may easily be carried on country rambles.

A COMPLETE REVISION PHYSICS

Notes and Questions

By S. R. HUMBY, M.C., M.A., and F. W. GODDARD, M.A., F.C.S. 4s. 6d.

A readable revision book in Hydrostatics, Heat, Light, Sound, Electricity and Magnetism fully covering the various School Certificate Examinations. It contains 250 selected and graded questions from recent papers.

ELEMENTARY ENGINEERING SCIENCE

By ARTHUR MORLEY, D.Sc., M.I.Mech.E., and E. HUGHES, Ph.D., D.Sc., M.I.E.E. 4s. 6d.

This book covers the ground of a first year course in Engineering Science, and is designed to assist the general movement for a common first-year course for mechanical and electrical engineering students. It deals with the elements of mechanics, heat and electricity, and emphasizes the close relation of these branches to one another, particularly through considerations of energy.

LONGMANS, GREEN & CO., LTD., 43 ALBERT DRIVE, LONDON, S.W. 19

Digitized by Google

Civilizations of Phœnicia, Babylon, Assyria, and Persia, through Ancient Greece and Rome to the Vikings.

Inevitably we come to England a little late, at the time of Augustine, and then follow a comparatively normal routine through the mediaeval and Tudor periods—which seem tame after Life in Ancient Egypt, the Greek Theatre, the Gods of Rome, and the Viking Voyages.

Well—there is Mr. Milliken's sweeping syllabus, but I need hardly say this is not all. There is historical handwork to be correlated with it. There is the History Room, " the repository of Historical Pictures, Wall Maps, Charts, Models, Handwork Exhibits, Dioramas, the History Library, and the Picture Postcard Collection ". Mr. Milliken does pull up once to regard realities. " If class-room accommodation is severely limited ", he observes sadly, " it must be used for other lessons as well. . . ." One can almost hear his sigh. But he has soon forgotten sober facts, and is furnishing the history room down to the epidiascope and film projector.

He offers suggestions for out-of-school hobbies such as puppetry, plays, and visits to places of historical interest. National Folk Parks and Children's Museums are among his post-war visions. He also proposes that school periods should be devoted occasionally (another precious forty minutes gone) to reconstructing Saxon Feasts and Homage Ceremonies.

All this looks as though I am merely poking facile fun at Mr. Milliken. In truth I have a sneaking sympathy for his extravagances. Without following him back into evolutionary mist or prehistoric legend, I confess to some of his reconstructive enthusiasm. Not so long ago I was led into that very thing. I had been preparing a lesson on the battle of Hastings, and the period chanced to fall on October 14th, the actual anniversary, when I meant to transport our young air-borne fanatics back to lance, hauberk, and thundering steed. On the spur of the moment I abandoned my lecture and decided instead to stage the battle on the green slope outside. I assembled the armies, allotted parts, and led them out with exercise-books and rulers.

It was a howling success. William charged up, slew Gyrth, was muddily unhorsed, rallied his dismayed cavalry, took advantage of English indiscipline, and used his archers with decisive effect. The shield-wall of exercise-books collapsed under a barrage of rulers—and Harold lay dead. What I had overlooked was that the battlefield was visible from another class-room. I had to apologize to the Geography master, whose pupils had abandoned isobars to watch the assault. He was sympathetic, but hoped that such occurrences would be rare, or he would never get through his syllabus. The headmaster also smiled indulgently—before asking whether I had checked the rulers. I hadn't, and there were three missing. They were eventually found hidden in Harold's pull-over.

MULTILATERAL SCHOOLS

By SYDNEY TAYLOR, M.A., B.Sc., Wakefield Grammar School

ALTHOUGH there are frequent expressions of opinion against multilateral schools on the grounds of size, the L.C.C. has boldly based its scheme of reconstruction upon them, while some other authorities have planned as an experiment to create one or two such schools as soon as possible.

Up to the present, indefinite views have been expressed as to what courses of ' study ' would be followed in the future modern school. These may be summarized as saying that (*a*) a large variety and number of subjects must be adopted, and (*b*) many of the subjects must be of a practical nature.

In the case of conversion of a two-stream grammar school into a multilateral school we can expect the approximate number of 300 pupils to be increased to about 1,100 with the raising of the school-leaving age to 16. The following scheme, therefore, includes eight streams in all: two grammar school streams—(*a*) science, and (*b*) literary; three technical school streams—(*a*) engineering and building, (*b*) commerce, (*c*) housecraft; three modern school streams—(*a*) with a slight practical engineering bias, (*b*) with a farming bias, (*c*) with no bias. The course is designed for four years from the age of 12 plus to the age of 16 plus.

Many subjects are common in name to all streams, but there should be differences in treatment which cannot be shown here. The Spens Report has dealt thoroughly with recommendations on the teaching of various subjects in secondary schools—English, religious instruction, history, geography, general science, mathematics, and modern languages. It may, however, be worth while to make a few suggestions: (1) history and geography in the technical and modern schools might begin with the study of local life and industry, to give the pupils some sense of their importance in their future careers and initiate an interest in the broader study of these subjects; (2) in general science four periods in the ' modern ' scheme should be sufficient, excluding field work—otherwise, the subject is likely to become too technical; (3) in mathematics a practical approach should be adopted. The introduction of engineering terms and quantities is already an established procedure in technical schools.

A multilateral school would not live up to its name if it remained a modified grammar school. It is the special studies bordering on the vocational which will give it its character and its appeal to the unscholarly pupils, and it must therefore possess equipment not previously considered as necessary for secondary schools.

In the following analysis, the bracketed figures represent numbers of periods from the fourth year down to the first year. All school sections in all the years are allotted the common subjects: Religious instruction (2), English language and literature (5), history (3), geography (3), physical training (2), and games (2), in addition to subjects given to separate sections. The scheme is based on a forty period week with a few odd periods in the pool.

TECHNICAL SCHOOL.—*Engineering, Building* (Boys). One language (3, 3, 3, 5). Mathematics (6, 5, 5, 5). General Science (4, 6, 4, 3). Workshops or Building, and Drawing (8, 7, 2, 0). Woodwork (0, 0, 3, 3). Art and Music (2, 0, 4, 4).

The school course for future engineers must include practice in a workshop, and the would-be builder would no doubt want to be getting along with his

(*Continued on page 286*)

Digitized by Google

A four year course in English Grammar and Composition

The Active English Course

By

GORDON S. HUMPHREYS, M.A.

and

JOHN C. ROBERTS, B.A.

The Active English Course, as its title implies, stresses this aspect of English, and covers those activities which the "Spens" Report recommends in the section on English Language and Literature.

The lessons are built up on carefully graded exercises, so arranged as to provide for revision of past work as new is introduced. An effort has been made to set exercises that are productive and interesting and pupils are encouraged to use the knowledge of correct constructions which they acquire. A graphic method of analysing simple sentences is used. This is most attractive to children and enables them to see quickly the function of the parts of a sentence.

Book 1.	For pupils of 12 years.	Cloth Boards, **3s. 0d.**
Book 2.	For pupils of 13 years.	Cloth Boards, **3s. 3d.**
Book 3.	For pupils of 14 years.	Cloth Boards, **3s. 9d.**
Book 4.	For pupils of 15 years.	In preparation

University of London Press Ltd.

Malham House. Bickley, Kent

Digitized by Google

carpentry, bricklaying, and plumbing. This would necessitate the services of a member of staff with engineering industrial experience to undertake practical work and to direct the engineering and building drawing, together with, perhaps, a part-time member to undertake the carpentry and bricklaying and plumbing. In a large school, however, staffing difficulties diminish, and the greater the variety on the staff the better for every one concerned. Towards the end of the course a selection could be made of pupils suitable for the higher branches of engineering. These could enter the physics-mathematics section of the Sixth Form and later proceed to the University. The rest would become skilled engineers or builders in local industry.

Commerce. Spanish (5, 5, 5, 5). Mathematics (2, 2, 3, 5). General Science (4, 4, 4, 3). Woodwork or Housecraft (0, 0, 2, 2). Commerce (8, 8, 2, 0). Art and Music (2, 2, 4, 4).

The commercial section of the school in this scheme includes eight periods of commerce (shorthand and book-keeping) in each of the last two years of the course. This type has already been attempted in grammar schools with success. The course would satisfy the local need for office workers, and by putting the best pupils in the Sixth Form for history, geography, and economics, a supply of educated men and women for higher business and administrative posts would be ensured.

Housecraft (Girls). One language (3, 3, 3, 5). Mathematics (2, 3, 3, 5). General Science (6, 6, 4, 3). Music and Art (4, 4, 4, 4). Housecraft (6, 5, 6, 2). Gardening (2, 2, 2, 0).

Housecraft subjects are included in most of the streams for girls as alternative to woodwork, but the housecraft stream is intended for those girls wishing to enter teaching and nursing and the catering trades. Here, again, education for some should be continued in the Sixth Form between the age of 16 and the time of entering training colleges, hospitals, &c.

MODERN SCHOOL.—*Farming Bias.* One language (1, 2, 3, 3). Mathematics (2, 2, 2, 5). General Science (4, 4, 4, 3). Music and Art (3, 4, 4, 4). Building and Woodwork, or Housecraft (4, 4, 4, 4). Gardening, Livestock, Implements (8, 6, 4, 4).

Slight Engineering Bias. One language (2, 2, 3, 3). Mathematics (2, 2, 2, 5). General Science (4, 4, 4, 3). Music and Art (4, 4, 4, 4). Building and Woodwork, or Housecraft (4, 4, 4, 4). Gardening (2, 2, 2, 2). Practical Crafts (0, 0, 2, 2).

General. One language (3, 3, 3, 3). Mathematics (2, 2, 2, 5). General Science (4, 4, 4, 3). Music and Art (6, 6, 6, 6). Building and Wood or Metal work, or Housecraft (4, 4, 4, 2). Practical Crafts (4, 4, 4, 2).

This section will undertake mainly the secondary education of the future unskilled or semi-skilled worker and the boy or girl who is not interested in ordinary class-room teaching. It is essential that boys and girls who are not destined for skilled occupations should at least be educated for leisure. This training should include some or all of the following branches: religion, musical and literary appreciation, creation of things in the home, use of a garden, the science of health and sex.

Outside the education common to all streams of the modern school there are alternative activities for the three streams, the first stream providing a farming or gardening bias. This is useful to the future farmer, and it also provides a medium in which certain types of pupil can find self-expression. The farming section could be on a scale suitable to the district, and in a farming district could extend to a small farm. Such a farm should not be a financial liability with a supply of supplementary free labour available. Class-room studies in this section of the school could have a 'rural colour'; general science could be applied to farming; mathematics could include farming calculations and farming accounts.

The second and third streams of the modern school are headed rather doubtfully 'Slight Engineering Bias', 'General', the former catering for the future unskilled engineer, and the latter for the general unskilled worker. The subject 'Practical Crafts' is intended for these two streams of the school, and could include (*a*) weekly printing of the school newspaper with a hand printing-press, (*b*) use of hand loom, (*c*) book-binding, (*d*) photography.

GRAMMAR SCHOOL.—*Science.* One language (5, 5, 5, 5). Mathematics (5, 5, 5, 5). General Science (6, 6, 6, 3). Mechanics (2, 0, 0, 0). Music and Art (0, 2, 3, 4). Engineering Drawing (2, 2, 0, 0). Woodwork or Housecraft (0, 0, 2, 3).

Literary. Two languages (10, 10, 10, 10). Mathematics (3, 3, 4, 5). General Science (4, 4, 4, 3). Music and Art (1, 1, 3, 3). Woodwork or Housecraft (0, 2, 2, 2).

SIXTH FORMS.—Main courses principal subjects: (1) Languages; (2) History, Geography, Economics; (3) Pure Mathematics, Applied Mathematics, Physics; (4) Biology, Chemistry, Physics. Other principal subjects: Art, Music, Scripture.

Subsidiary subjects: All the above subjects, and Engineering Drawing, Commerce, Handicraft, Housecraft, Hygiene.

AN EXPERIMENT IN CRAFT TRAINING

By A CORRESPONDENT

OFTEN the big things happen as it seems by accident, and suddenly. For years the reformers talk and plan, and then overnight the idea bursts into reality. The recently announced plan for training craftsmen for the building trades looks as if it may be another case of this kind. It is so new and in several ways so revolutionary that all educationists should study it and follow its course.

Two years ago the building industry combined with the Ministry of Works to establish the Building Apprenticeship and Training Council, and in the short term of its existence this body has been studying the needs of the industry in respect of the numbers of young recruits needed for its various trades and the best way to train them. It has come down clearly on the side of the principle of apprenticeship, and it has laid down what seem to it to be the necessary conditions of apprenticeship. These it published in its first Report in December, 1943. Now it has gone further and, after studying the needs of the industry, it has reached the conclusion that, if the building crafts are to be maintained on the scale necessary for post-war production, they must begin at once to recruit 25,000 apprentices annually.

It is obvious that in present circumstances there is

(*Continued on page* 288)

Digitized by Google

EDWARD ARNOLD LONDON

EDUCATION

Its Data and First Principles

By the late Sir **PERCY NUNN**, Emeritus Professor of Education in the University of London, and sometime Director of the University Institute of Education. *New (Third) Edition.* 280 pages.
Ready shortly. **7s. 6d. net**

For the new edition, this famous book has been completely revised, expanded and partly rewritten ; a task which the author was able to finish a few weeks before his death last year. Its main theme remains the same : that the primary aim of education should be to help boys and girls to achieve the highest degree of individual development of which they are capable. Among works of its kind, *Nunn* has always been distinguished by a balanced appreciation on the one hand of the wisdom of experience and tradition, and on the other of the real value and importance of many of the latest innovations.

French Prose Composition

for First Examinations. By H. A. CARTLEDGE, M.A., and H. E. D. AXTON, M.A. **3s. 6d.**

"A competent reference grammar, containing everything needed (and a bit over) for School Certificate and similar examinations."—*A.M.A.*

The "Peloton" Books

By **H. A. CARTLEDGE**, M.A., are real treats for third-year pupils, with exercises, pictures, and vocabularies. **Pelotoños Libérateur de la Bolognie (2s. 3d.)** is a riotous account of the doughty poilu's policy as dictator of that mythical State. **Les Souvenirs du Poilu Peloton (2s. 3d.)** shows what he can do in the Münchausen vein ; and **Peloton Détective (2s.)** recounts his adventures as local café proprietor and Sherlock Holmes.

Outlines of European History

By **G. BURRELL SMITH**, M.A., lately Headmaster of Sedbergh School. *New (Fifth) Edition* in preparation. Probable price **4s.**

The new edition of this famous History, which we hope to publish in the summer, will cover the years 1789–1939.

English Exercises for School Certificate

By **R. W. JEPSON**, M.A., Headmaster, The Mercers' School, Holborn. **2s. 6d.**

A well-known course of 30 exercises, containing hints on précis and essay-writing. A large number of extra passages for précis are included at the end.

School Certificate Arithmetic

A Revision Course. By H. L. JONES, M.A., M.Ed.
112 pages, with Answers. **2s. 6d.**

The theory in brief ; worked examples, and plenty of exercises, to keep arithmetic fresh during the final year so often mainly devoted to other branches of mathematics.

Completion Tests in Biology

By **L. C. COMBER**, M.A., B.Sc., Biology Master, Edmonton County School. 7¼ in. by 9¼ in., 64 pages, with 64 diagrams. **2s. 6d.**

A series of tests, to accompany a general biology course which, when completed, will serve as a revision notebook.

Prospectuses and specimen copies on request.

EDWARD ARNOLD & CO.
LONDON : 41 & 43 MADDOX STREET, W.1

Digitized by Google

so little building of quality being done that very few apprentices can be given the practical work which apprenticeship training demands, and the various pleas that have been made by building employers to the Government to release work for training purposes have been in vain. The man-power situation has clearly made it impossible. What building labour there is must be devoted to urgent war needs—whether, as was earlier the case, to erect buildings for factories and camps, or more recently to provide temporary shelter for the homeless. Clearly also that is not the kind of building on which boys can be trained in sound craft methods.

The Government has, however, appreciated the seriousness of checking the inflow of young recruits any longer and especially of disappointing the many boys who were attracted to the building courses which were instituted by various local education authorities two years ago under pressure from the Board of Education and the Scottish Education Department. It has now agreed to participate in the boldest plan for apprenticeship training that British industry has ever known.

The building industry is invited to act through its various joint bodies throughout the country in appointing firms, chosen for their particular fitness for the task, to act as apprentice masters. These firms may enter into contracts with local authorities or the War Damage Commission to erect houses, schools, or other buildings meeting public necessity. The work is to be carried out by boys under craftsmen-instructors. It is stated that the Building and Apprenticeship Training Council have examined projects in a number of schools where the same kind of thing is being done and have found the work to be of satisfactory quality.

The Ministry of Works is to be the go-between and will participate in the task of fixing the price at which the contract is let. Whatever the sum is, that is the amount that will be paid by the purchasing authority. If on reckoning up the cost it is found that the contract sum has been exceeded, the Ministry of Works bears the extra, or takes the balance if it works out less. The importance of this provision is patent. The boys will receive apprentice wages, the apprentice master will buy his materials, provide the plant, and be entitled to a modest fee; but he is not concerned with making a profit. His task is to teach, and instruction for the first time in industry will take precedence over profit in initiating an apprentice into his trade. Many employers have subordinated profit in their apprenticeship schemes, but ultimately it has inevitably been the dominant factor. We say " in industry " because profit motive has not operated in apprentice training in the service of the Crown, as for example in the Royal dockyards and more notably still in the Army and the Royal Air Force.

An essential part of the scheme is that, as soon as possible after a minimum period of six months' training with an apprentice master, Joint Apprenticeship Committees are to make arrangements for transferring boys to normal trade apprenticeships with building employers. So long as the boy is being trained under the scheme, it is the special responsibility of the Joint Apprenticeship Committee to maintain a watchful eye over his progress, and to take any steps necessary to ensure his being trained properly. The Committee are also responsible for seeing that the apprentice master appoints suitable craftsmen as instructors.

The normal age of entry into an apprenticeship in the building trades is 15, but an older boy may be admitted. The term of apprenticeship is five years or to the age of 21, whichever is the shorter. There is, however, an overriding four years' minimum so that only in special circumstances will a boy over 17 be admissible. Under the emergency scheme the period of training with an apprentice master will count as part of the apprenticeship. The Building Apprenticeship and Training Council are henceforward to act as an agency for registering apprentices, and only those will be admitted to the register who are serving under an agreement which meets the standards laid down by the Council. In the past, apprenticeship has been too often only a vague understanding between the parties, but the Council will not register an apprentice unless he is serving under a binding written agreement, and it must embrace as parties to it not only the employer and the boy and his parent, but also a representative of the joint industrial body who will be responsible for seeing that the terms are carried out. A most important feature is that the employer shall give the boy proper instruction in the trade, and that, wherever facilities are available, he shall release him during working hours for instruction in a technical institution. All apprentice masters will be obliged to conform with the rules governing registrable apprenticeship. They will also be permitted to engage boys under 15 as probationers; but their service will not count towards apprenticeship until they reach the age of 15. Apprentices will be paid at the rates agreed by the industry, and there are special rates for probationers.

A particularly interesting feature of the scheme is that it meets the case of the boy who is suitable for craft training but cannot get it within daily travel distance of his home. This is an old story. Apprentice wages are not enough to enable a boy to maintain himself away from home unless he is fortunate enough to be able to live cheaply with a relative or his parents can afford the cost. The inevitable result has been that boys have been unable to go in for a trade for which they might be well suited simply because they could not afford it. The scheme has met this difficulty by the Ministry of Labour undertaking to transfer suitable boys and pay maintenance grants to them if they are obliged to live away from home in order to enter a course of apprenticeship training. This is not a wholly new principle, as in the days of the depression the Ministry paid grants in supplement of wages to enable unemployed boys to transfer from scheduled areas to areas where they could get employment, and during the war boys who moved from home to take up work in munition industries have been helped by a grant until such time as they became self-supporting. The present scheme is more thorough-going, and embodies the principle that the State shall give assistance to a boy of ability to train for a craft, just as for many years it has through State Scholarships assisted qualified young people to attend university courses, and for even longer has contributed a large part of the cost of becoming a teacher.

The Ministry of Labour has assumed the responsibility of transferring such boys and making them a weekly grant until their wage is enough to enable them to keep themselves. It will also be responsible for looking after their welfare, arranging for travel, and seeing that they have proper lodgings. It will also assist them financially with their fare home for a holiday twice a year, and is responsible for keeping an eye on them generally and seeing that they are looked after if they should fall sick. Educationists will watch the progress of this scheme with interest.

(*Continued on page 290*)

Digitized by Google

JOHN MURRAY

THE WORK OF MEN

An Introduction to Social and General Geography

By THOMAS PICKLES, B.Sc. The aim here is to provide a Course to bridge the gap between the Primary and the Secondary School, and give a foundation for the study of Geography in the ensuing years in all types of Secondary Schools. The objective is to stimulate interest in the varied aspects of the subject, and to suggest individual and group activities rather than to provide a factual summary of elementary geography. *Fully half the book consists of illustrations and maps, and the exercises are practical in character.* **Recently published, 2s. 9d.**

SCIENCE IN POST-PRIMARY EDUCATION

With reference to the Scientific Education in Schools of pupils of 11–18, and its relation to their subsequent training in Universities and Colleges. Interim Report of a Sub-Committee of the Association of Women Science Teachers. **1s. 3d.** net

THE NARRATIVE ART IN VERSE

By NORMAN L. CLAY, B.A. A selection of poems to exhibit the range of narrative art in verse and to encourage the study of the art employed. The Editor brings together the best examples of the many different ways of telling a story in verse. The range is from four lines to the length of "The Ancient Mariner," from Chaucer to living poets, from joke to tragedy, from simplicity to subtlety, from quiet to excitement, from old favourites to fresh material. A set book for Northern Universities S.C. Examination, 1946. **2s. 6d.**

PLAYS FOR THE CLASS-ROOM

By Ronald Gow, B.Sc. This attractive book of short plays forms the basis of an intensive term's work in junior drama. It has been designed for use between the ages of 11 and 14 and the selection is intended to form a preliminary training in dramatic appreciation. **1s. 9d.**

A FIRST COURSE OF PRÉCIS WRITING

By T. W. MOLES, B.A., B.Sc. The author has included several sets of preliminary exercises designed to train students by graduated steps in such matters as generalization, and the significance of rhetorical questions. These lead up to the instructions for precis-writing and worked examples, among which is included a composite précis with a detailed criticism which is constructive in its purpose. **2s. 3d.**

MODERN EUROPE, 1789-1914, AND AFTER

By S. REED BRETT, M.A. This volume has been written expressly for School Certificate and Matriculation candidates. Every effort has been made to simplify the treatment of the subject-matter, firstly by fixing attention almost solely on the "greater" powers, and secondly by, as far as possible, grouping events into topics. **3s. 9d.**

COURS MODERNE—PARTS I AND II

By J. ASCHER, B.A., and H. A. HATFIELD, M.A. Part I covers two years' work for pupils beginning French at about the age of 11 years. The course is arranged in sixty-two lessons. *Phonetics* are used in the first twelve lessons and there is complete Lesson Vocabulary, with *phonetic* transcription at the end of the book. Part II provides a systematic *third-year course.* It is arranged in twenty-five sections, with Revision Lessons and Poetry. Part I, **3s.**; Part II, **2s. 6d.**

50 ALBEMARLE STREET, LONDON, W.1

Digitized by Google

It is based on the traditional system of apprenticeship, to which it adds certain features which are not premature. Many thought that the system of apprenticeship was dead or dying, but, if in future it is operated on carefully devised plans and is properly supervised, it may become once again a sound medium of training and consequently a means of restoring craftsmanship to a high level of efficiency and giving it back that prestige which it has unfortunately lost in recent times to the black-coated job.

ARMS AND THE MANUAL

By A CORRESPONDENT

A VISIT to the Basic Education Centre at St. Neots, where unlettered gunners of Anti-Aircraft Command are taught to read and write, is a most interesting experience. Working in beautiful country surroundings, the men are gradually acclimatized to their sedentary occupations (most of them have never been accustomed to desk work), and after only a few weeks the effect of education on their morale, and even on their personal appearance, is quite remarkable.

The School owes its origin to a War Office letter sent out in the Autumn of 1943, when all Commands were urged to abolish illiteracy, and a course of six weeks was suggested. It has since been found necessary in Anti-Aircraft Command to lengthen the period of the course to eleven weeks.

A condition was that the men should be accidental and not constitutional illiterates. A preliminary survey of the problem in A.A. Command showed that about 1 per cent. of the men were quite unable to read or write, the number of unlettered A.T.S. in the Command being negligible.

Of 200 students who have so far passed through the School, 44 per cent. owed their disability to sickness in school years, 22 per cent. to working or helping the family, and 13·5 per cent. to educational or parental neglect. The remainder were backward for such reasons as truancy at school.

The Command Centre was established in the Spring of 1944 with carefully picked instructors. The School's aims are: (1) To teach a man to read and write his home letters; (2) To enable him to read newspapers and Unit orders; (3) To give him self-confidence, and make him a better soldier and citizen.

The selection of candidates requires special care. Generally, men just capable of framing simple sentences, as well as the majority of those over forty, are not required on the course. A man's reading age is judged by the Burt reading-test and a similar test adapted by the School.

The Chief Instructor interviews each man on arrival, putting him at his ease and not pressing him for information he is not inclined to give. Much of a man's history is, in fact, learned in apparently casual contacts during the course. Once a student's confidence has been won his progress is usually rapid.

A remarkable feature of the course is the development of the gunners' morale and self-confidence. The pride they show in their ability to read and write home letters is sufficient reward for the instructors. Various recreational activities are devised which are at the same time an aid to reading and writing. "Lotto" (played with words instead of numbers), "Lexicon", and simple crosswords are only a few of the games designed to improve reading.

When the men have become accustomed to sedentary work, the time spent on pure reading and writing is increased.

Three methods of reading are used in the school: Phonic, "Look and say", and the Sentence method. At first the emphasis is on the Sentence method, and an early exercise is the writing of a letter home. This is usually copied laboriously from a blackboard. A note accompanies it explaining that this is a first effort, and asking the man's wife or mother to carry on the correspondence in simple words. This co-operation is generally forthcoming and plays a most valuable part in the man's training. When simple sentences have been mastered, students are taught by the phonetic method supplemented by "Look and say". The School has produced reading books of its own, designed for adults, together with a variety of children's primers, in addition to primers specially written for illiterate men, entitled *English Parade*.

The gunners are also encouraged in projects designed to satisfy a creative urge. One man, for instance, wrote of his escape from Singapore. Another, in an attempt to decorate his black-out shutter, produced a painting which revealed a most sensitive talent. A party of students worked together on an illustrated guide to a Norman Church in the neighbourhood, the artists writing their own captions.

The benefit the gunners derive from the course is not allowed to be neglected after they leave. For the A.E.C. instructors attached to their Units are asked to keep an eye on them to ensure that they persevere in their first steps in scholarship.

CORRESPONDENCE

PLATO'S "REPUBLIC" AND GERMAN EDUCATION

SIR,—I am much obliged to you for your offer of space to reply to the animadversions of Messrs. Neurath and Lauwerys (whom I will refer to hereafter as N. and L. for short) on my article. I could, however, hardly ask you for the space that would be really needed. They fail so completely to answer any of my points—many of them, indeed, they ignore altogether—that I fear it would be necessary to go very much farther back to get them to understand at all, even if they were ready to take the trouble to do so.

They certainly give me no reason to reconsider my opinion that they misunderstand Plato. I note that they make no attempt now to defend their original assertion that the main objects of the *Republic* are to organize the State for war and to preserve racial purity. For the rest it is not so much a question of direct misstatements which could be easily corrected. It is rather a matter of quotations out of their

(Continued on page 292)

Digitized by Google

BELL BOOKS

A NEW GEOMETRY FOR SCHOOLS

By C. V. DURELL, M.A. STAGE A, 1s. 8d. STAGE B, 5s. 3d. (also in parts). Together, 6s. 6d.

" Mr. Durell's new books once again put the author well into the lead in the field of geometrical teaching. . . . A great advance. . . . Extraordinarily well planned and graded. . . . Admirably set out . . . the exercises are very carefully selected and graded and offer ample scope for all types of pupils. . . . Examples for oral discussion before the exercises are attempted are a welcome feature. . . . Excellent textbooks for all School Certificate candidates."—MATHEMATICAL GAZETTE.

THE EARTH AND THE SKY

ELEMENTARY MATHEMATICS

By A. ROBSON, M.A. 2s. 6d.

Although interest in astronomy has been fostered in recent years, many pupils leave school with little understanding of the kinematics of the sky. This little book is meant to fill the gap between the popular and the technical treatment of the subject. Numerical and other examples are included.

THE GROWTH OF MODERN AMERICA

By ERIC ECCLESTONE. 2s. 6d.

A very readable history of the U.S.A. suited to middle and upper forms. " Good, swift narrative, excellent selection of fact, easy to read . . . at the end, one arrives at a finished, explained, and in my view, just and vivid picture of present-day America. . . . Excellent diagrams."—JOURNAL OF EDUCATION.

GENERAL SCIENCE

By F. FAIRBROTHER, M.Sc., E. NIGHTINGALE, M.Sc., and F. J. WYETH, D.Sc.

Eighth Edition. Fully illustrated. In four parts, from 2s. 9d. to 3s. 6d.

" The subject-matter is dealt with in a lucid and comprehensive manner, and the whole book is illustrated by adequate and accurately drawn figures and diagrams. Students who have undertaken the work outlined in this series will not fail to have been interested, but will also have gained an insight into scientific method. It can be confidently recommended."—SCHOOL SCIENCE REVIEW.

Attention is also called to *Simple Chemistry* (3s. 9d.), *Elementary Physics* (4s.), and *Introduction to Biology* (3s. 6d.). These widely-used books together provide a comprehensive General Science course, covering the same ground as the above, for those schools which prefer to have the three subjects dealt with in separate books.

VACANCES FRANÇAISES

By F. A. HEDGCOCK, D. ès. L. 3s. 6d.

" The matter, written in clear and lively style, is concerned with Britanny, but there are also tales interspersed which give variety and extend the vocabulary. It is designed as a good reader for fourth and fifth years and should serve the needs of examination candidates. . . . A very useful addition to our stock of French readers."—THE INDEPENDENT SCHOOL.

IMPERITIS

By A. S. C. BARNARD, M.A. 2s.

This book, which should be useful in the pre-School Certificate year, introduces pupils to a number of passages of several different Latin authors, after first preparing the ground for their appreciation. " A very attractive manual . . . we have rarely met a better. . . . We have no hesitation in recommending this book to all and sundry."

JOURNAL OF EDUCATION.

NEW LATIN COURSE

By E. C. MARCHANT, M.A., and G. WATSON, M.A.

Fully illustrated. PART I (*Sixth Edition*), 3s. 6d. PART II (*Second Edition*), 4s.

This course by two experienced authors combines the old well-proved study of grammar with modern methods of approach. Text and illustrations have been designed to help learners to realize from the beginning that the ancient Romans were human beings with many interests like our own. The two parts, together with the authors' *Latin Prose Composition*, take the pupil from the beginnings right up to the School Certificate stage. " A well-constructed course. . . . Combines interesting reading matter with strict attention to accidence and the building of vocabulary."—THE A.M.A.

G. BELL & SONS, LTD., PORTUGAL STREET, LONDON, W.C.2

Digitized by Google

context, restatement " in other words " which do not really mean the same thing, the drawing of conclusions which do not in fact follow, an over-emphasis here, a judicious omission there, and so on, until the final picture bears less resemblance to the original than an image in a distorting mirror. That, at any rate, is how they have treated my article.

There are so many points to deal with that I hardly know where to begin. While I cannot, of course, speak for all the inhabitants of this country, I am quite serious in stating that no one I know or have heard of treats Plato as " authoritative ". N. and L. assert that " obviously " Dr. Joad, Mr. Garforth, and Mr. McNicholas do. It is certainly not obvious to me. I should have suggested that they might be invited to speak for themselves. But N. and L. proclaim beforehand that they will not believe what they say, a short and easy way of settling the question.

For the rest, I should not propose to adopt any of the detailed proposals of the *Republic* now, nor did anything I said suggest that I should. The only conclusion that might legitimately be drawn from what I said is that I thought it a silly question to ask. I have no " wish to move on " to the *Laws*, which I do not regard as " more humane and tolerant " than the *Republic*. I simply quoted one passage from the *Laws* as stating in specific terms what was clearly implied in the *Republic*. I should like to have gone more at length into the idea of race in Plato, or in ancient Greece in general, a point on which N. and L. are seriously confused. But it would take too long to do so.

On the more important issues I argued that it is impossible to understand or judge a thinker of any age without taking into account his historical environment, and that you were bound to misunderstand him if, consciously or unconsciously, you thought of him as developing his ideas in a quite different environment. This was a perfectly plain point, and one which, I think, any serious student of the history of thought would accept. He would be very bad at his job if he did not. But, of course, as I pointed out quite clearly, that is only the first stage in the process of understanding a thinker. And it obviously does not mean that you are bound to agree with him or approve of him. Still less does it mean that his ideas resulted inevitably, by a sort of mechanical necessity, from a particular set of historical conditions. So that the mention by N. and L. of the fact, which was not unknown to me, that other people of his time disagreed with Plato has no relevance at all to the point at issue.

This can be illustrated from the question of democracy. It is quite unnecessary to point out that Plato was not a democrat : no one has ever suggested that he was. But how are we to look at a thinker of a past age who criticizes democracy ? My contention is that it is no use just shouting, " Yah ! Nazi ! " at him. We should begin by inquiring what his experience of democracy was and what form of it he had in mind. This is a point on which N. and L. betray great inconsistency. They express admiration for Pericles' statement of democratic ideals. On this I fully agree with them. But, if we approached this in the way in which they would have us approach Plato, we should have to say : " No doubt democratic leaders gave utterance to various lofty sentiments and high-sounding generalities about their ideals. But, when we examine the details of their régime in practice, we find it involved slavery, chauvinistic imperialism, exploitation of their subjects for their own benefit, cruelty, and violence, and so on." The sensible man would say that, in spite of this, there is much we can learn from their statements of the principles of democracy. And he would say the same about Plato. I must not, by the way, be taken as admitting that, even in their statement of the practical details of the *Republic*, N. and L. are at all fair and accurate. They are certainly grossly one-sided.

But, of course, that is only the first stage of the process. We have to try to extract the general objections of principle, and to see how far they apply to other forms of democracy, including our own. N. and L. seem to think that young people should not be allowed to hear anti-democratic arguments lest it should put dangerous thoughts into their heads. Those, on the contrary, who would like to produce, not only democrats, but intelligent democrats, would welcome a statement of the case that the democrat has to meet. I may add, in this connexion, that I certainly did not disapprove of all use of modern parallels, if they are used with a due sense of their limitations. But, as I pointed out in a passage which N. and L. ignore, there are other possible parallels beside the Nazi State, and it would obviously be extremely misleading to confine oneself to one parallel alone.

Finally, there is the point on which, in my judgment, they go most completely wrong, the relation between general principles and practical details. They seem to think that it is a reasonable procedure to ignore the argument on principles, to pick out the practical details, to present these to " simple people " without apparently letting them know the sort of society to which it was in fact proposed to apply them, and then ask them whether they would like them applied here and now. No doubt something like this might be necessary if we were dealing with an immediate practical proposal which we were called on to accept or reject here and now. But, in dealing with a philosophical work which we study primarily to make us think, no procedure could well be more preposterous. That is one, but not the only, illustration of the pitfalls into which this use of modern parallels may lead us.

Further, N. and L. seem to think that, when we have examined the details, we need not try to understand the general principles but can judge them without knowing anything about them, " for if we dislike the details we dislike the whole structure ". Cannot they see how many other possibilities there are ? We may come to the conclusion that these details do not necessarily follow from the principles. Or we may discriminate, and decide that some of the details follow necessarily, some follow but not necessarily quite in that form, some may be regarded as only one among many possible alternative developments of the principles, and some have no special connexion with the general principles at all. This is quite apart from the value of learning to understand general principles themselves. It ought to be obvious that that must be the main purpose of any study of the *Republic*. The actual practical proposals could not possibly be applied in a modern State, even if we wanted to, and, we may add, Plato makes it clear that he did not regard them as applicable in all their details even to a Greek State. Any one who is interested only in practical proposals of immediate applicability is wasting his time studying the *Republic* at all.

May I add a word on what may seem a verbal point, the use of the word " generalities " ? Generalities, in the usual sense of the term, are not at all the same thing as discussions of general principles. The

(*Continued on page 294*)

Digitized by Google

CHRISTOPHERS

AT the time when this advertisement appears, we expect to have stock of the following standard books from our List and to have further reprints ready for the beginning of the September term ; but it is desirable that orders should be placed as much in advance as possible.

DR. HAPPOLD'S FAMOUS BOOKS

THE ADVENTURE OF MAN

By F. C. HAPPOLD, D.S.O., M.A., LL.D.
Headmaster of Bishop Wordsworth School, Salisbury

A large printing has just been completed, but is melting away rapidly. Another, however, is in hand. *15th Edition.* **3s. 9d.**

THIS MODERN AGE

The dynamic conditions of Europe during the last five years have given a new importance to "Social Studies," a subject in which the author is a pioneer, this work looks ahead. There are few books for which a place can be found in the school curriculum in such a variety of ways—as a one-year course, a two-years' course, or as a basic text-book round which, over a period of two or three years, history, geography and the economics syllabus can be built up. *5th Impression.* **5s.**

THE MAKING OF ENGLAND

Gives a vivid picture of medieval Britain, but shown in relation to its European background. The illustrations are exceptional. *9th Impression.* **4s.**

MR. CARTER'S SCHOOL CERTIFICATE GEOGRAPHIES

THE WORLD OF MAN

Edited by C. C. CARTER, M.A.

I. FIRST STUDIES FROM GREAT BRITAIN *5th Imp.* **4s. 6d.**
II. MAN AND THE EARTH *5th Imp.* **4s. 6d.**
III. CONTINENTS NEW AND OLD *5th Imp.* **6s.**
IV. EUROPE, THE BRITISH ISLES AND THE WORLD **5s. 3d.**

Book IV is out of stock but is reprinting for September

LAND FORMS AND LIFE *5th Impression* **5s. 6d.**
A GEOGRAPHICAL GRAMMAR *8th Impression* **4s. 0d.**

CHRISTOPHERS' FRENCH TEXTS

I. L'AFFAIRE DES PARFUMS
II. LES VOLEURS D'AUTOS
IV. UN MYSTÈRE DE L'AIR
V. LE TRESOR DES DE BRACIEUX

No. III is out of stock. Price **1s.** *paper: cloth* **1s. 2d.** *each*

SOME WELL-KNOWN BOOKS NOW AVAILABLE

SHORTER PHYSICAL GEOGRAPHY DE MARTONNE **8s. 6d.**
FRANCE E. E. EVANS **5s.**
GERMANY J. H. STEMBRIDGE **5s.**
THE MEDITERRANEAN LANDS NEWBIGIN **6s.**
ELECTRICITY AND MAGNETISM PRATT **3s. 9d.**
A SCHOOL GEOMETRY TUCKEY and HOLLOWELL **5s. 6d.**
THE FIRST TWO YEARS OF LATIN LEWIS and GODDARD **4s.**
MAN FRIDAY REEVES **3s.**

22 Berners Street, W. 1

Digitized by Google

rhetorical catch-phrase, quoted from Hitler, is a good instance of a generality, and it has no resemblance to the statement of principles laid down by Plato. It is beside the point whether these are expressed " eloquently " or not. The point is that they represent a profound and coherent philosophical view, which " generalities " do not. N. and L. say that I rebuked them for speaking " disrespectfully " of Plato. That is quite untrue. I objected, not to their being disrespectful, but to their being so flagrantly misleading.

If I were to judge by their contributions to the present discussion, I should have to draw the conclusion that Messrs. Neurath and Lauwerys had no conception of what the aims or the methods of the study of philosophy are. But I hope that, in the excitement of controversy, they have failed to do justice to themselves.

University of Bristol. G. C. FIELD.

THE CLASSICS IN EDUCATION

SIR,—Your paragraphs in " Notes and Comments " for May scarcely offer the enlightenment that we are accustomed to expect from your editorial pen. It seems to be your general contention that translations of the Greek and Latin classics will provide what all but a very few need to know about them. This may be very sound: except that very little seems to have been done to find out: for in fact the time that has been taken from the Greek and Latin languages seldom has been given, in schools, to translations from their literature. But if translation will do, why do you need to quote Thucydides in Greek? And, if you must quote it in Greek, why give four out of the five accented words accents that are not only false but impossible? And then, in translating it for the good of the majority, why mistranslate Pericles' magnificent indicative of statement as though it were the sentimental subjunctive of ministerial exhortation?

The late Dr. Goebbels was, I believe, as you say, a Doctor of Philosophy: he is also a salutary reminder of what happens when we sacrifice respect for truth and accuracy, whether in favour of a theory of the State or for any epideictic purpose.

Your captious argument about the Melian Dialogue surely will deceive not even your editorial self. The danger is not that we may read it and so learn Nazism: it is rather that we shall ignore it and miss one of the greatest of moral condemnations in literature. If the Athenian assembly was a part of the classical antiquity which you jeer at Mr. Lippmann for admiring, so also was Thucydides, who, after all, has the last word, and was himself pointing out the decline in standards from that of Pericles to that of the Melian Dialogue. Sir Richard Livingstone's evidence only tells as you wish it to tell, if you read it without understanding it.

The King's School, Chester. C. W. BATY.

[In his criticism of our " Note ", Mr. Baty shows little of that respect for truth and accuracy which he commends. Nowhere did we suggest that translations " will do ". Our argument was that, if a lover of poetry is not one of the few who can read the *Bacchae* in Greek, he can derive pleasure and benefit from reading it in translation. Is Mr. Baty ignorant of the enormous number of copies of Professor Gilbert Murray's translations of Aeschylus and Euripides which were sold in the twenty-five years before 1939? Does he appreciate that these translations were bought by simple citizens on their own initiative and without direction, because they loved great literature, and that they were acted in quite humble places such as the West Hoathly Women's Institute by villagers whose education ended at 12 or 13? Let him turn to the Report of the Adult Education Committee on " The Drama in Adult Education ", and think again.

Why quote Thucydides in Greek? The answer is to enable those who could read Greek to get the full force of the passage; those who could not read Greek had necessarily to be contented with our, no doubt, inadequate translation. But in rebuking us, Mr. Baty might have remembered that he was not in his classroom rebuking his fifth form. A literal translation—" We are lovers of beauty "—is palpably untrue; it was explicitly stated that the translation was not literal. The Note exhorts us to be " lovers of beauty ". Would Mr. Baty claim that such exhortation is unnecessary?

Mr. Baty is to be congratulated on his identification of false accents. It is not easy to get Greek accents accurately reproduced, especially when the first proof has also to be the last. In any case, are the Greek accents really of very much importance?

We are unable to follow the last paragraph of Mr. Baty's letter. We did not " jeer " at Mr. Lippmann for admiring classical antiquity, nor did we suggest that Thucydides was not " part of " that antiquity, but surely what the Athenian Assembly did is more important than what Thucydides thought. Does Mr. Baty think that, in assessing Germany's guilt, we should pay more regard to what Pastor Niemoller has been thinking than to what the Nazi Party has been doing.

In conclusion, we have not noticed that in any university the Faculty of Arts displays, or would ever claim to display, a riper wisdom or a greater humanity than their colleagues. As we said in our Note in the last number: "All studies, treated with reverence, and pursued for disinterested ends, lead men to contemplate the true, the beautiful, and the good. All studies, equally, can put better weapons in the hands of barbarians. Is not Dr. Goebbels a doctor of philosophy? It is not in the subject studied, but in the spirit in which it is studied, that a man attains moral worth."—ED.]

SCIENCE IN EDUCATION AND TRAINING

SIR,—In replying to Mr. Yapp's letter in your May number I propose for convenience to refer to his numbered paragraphs.

1. I cannot agree with Mr. Yapp's implication that it is only the classical men who complain about the narrowness of many scientists. That many seriously-considered complaints come also from scientists, engineers, and members of the medical profession is proved by reading the papers to which I referred in the first part of my article on page 112 of *The Journal of Education*. It is for this reason that I consider that the time is more than ripe for those who are responsible for science teaching in schools to criticize the present arrangements and to consider improvements. We must not blind ourselves by indulging with excessive zeal in partisanship.

2. When Mr. Yapp states that " values are the province of religion and philosophy ", and that " human feelings are a matter for psychology ", he is stating an undeniable truth, but I take it that he also implies when he states that human feelings are " not particularly suited for adolescent study " that children at school should not consider them. Here, I

(Continued on page 296)

Digitized by Google

A Selection of

CAMBRIDGE BOOKS

for

First-Year Students in the Universities and for the Higher Divisions in Schools

By A. S. RAMSEY

DYNAMICS, PART ONE. 12s. net.

This book covers the ground of a first-year course in Dynamics, stopping short of the use of moving axes and Lagrange's Equations. It includes chapters on Orbits and the Dynamics of Rigid Bodies.

DYNAMICS, PART TWO. 16s. net.

This second book amplifies the Dynamic of a Particle of Part One, extending it to problems in three dimensions. It also includes a much fuller treatment of Rigid Dynamics.

STATICS. 10s. 6d. net.

This book deals with all those parts of the subject covered by the term Elementary Statics, with special attention to Graphical Statics, Friction, and Virtual Work.

HYDROSTATICS. 8s. 6d. net.

Some acquaintance with the Calculus is assumed, and the book covers those parts of the subject usually included in a First-Year Honours course and a short chapter on Capillarity.

ELECTRICITY AND MAGNETISM. Second edition, 1945. 12s. 6d. net.

The knowledge of pure mathematics assumed in this book amounts to little more than some elementary calculus and a few properties of Vectors. It covers the schedule for Part I of the Tripos and there are also chapters on induced magnetism and induction of currents.

ELEMENTARY CALCULUS. 5s. 6d.

This book is primarily intended for beginners and in particular for a class of students who want to acquire a sound working knowledge of the processes of differentiation and integration.

ELEMENTARY CO-ORDINATE GEOMETRY. 5s.

"An excellent introduction to the subject . . . scholarly and practical."—*The Journal of Education.*

By A. ROBSON

AN INTRODUCTION TO ANALYTICAL GEOMETRY. Volume I. 9s.

An introduction to the use of co-ordinate and analytical methods, for students up to ordinary Higher Certificate Standard.

By S. L. GREEN

ALGEBRAIC SOLID GEOMETRY. 6s. net

A concise text-book containing a large number of well-chosen examples.

By M. APPLEBY

ELEMENTARY STATICS. 7s. 6d. net

A text-book for engineering students and those preparing for University Examinations and examinations of Institutions.

By E. H. LOCKWOOD

ALGEBRA. 6s.

A text-book particularly intended for science and engineering students who need a working knowledge of Algebra.

FRENCH BOOKS

By R. L. Græme Ritchie

A NEW MANUAL OF FRENCH COMPOSITION. 8s. 6d.

"Prof. Ritchie has wisely listened to the numerous requests of teachers and given us this new up-to-date manual. *The Manual of French Composition* has had a long innings. We predict a like happy fate for its successor."—*The Journal of Education.*

FRENCH FAIR COPIES 10s. 6d.

"The hard-worked teacher should be grateful for this . . . designed both to lighten his task and to open up fresh, airy avenues of approach to the teaching of French Composition. An indispensable book for the many users of Prof. Ritchie's *New Manual.*"—*The Journal of Education.*

By R. L. Græme Ritchie and C. L. Simons

FRENCH PASSAGES FOR TRANSLATION. 5s.

"French passages for translation, with Prof. Ritchie's genius in the teaching of the difficult art of unseen translation triumphantly asserting itself."—*The Journal of Education.*

ESSAYS IN TRANSLATION FROM THE FRENCH 15s.

"Admirable translations of over a hundred representative French passages. Will add greatly to the value of the modern language master's library."—*A.M.A.*

CAMBRIDGE UNIVERSITY PRESS

Digitized by Google

think, lies one of the greatest weaknesses in science as a school subject. Is it sound educationally that young persons should spend all their time studying subjects which are divorced from values and feelings because scientifically these are classified under headings such as religion, philosophy, and psychology? I feel very strongly that they should meet these as much as possible in an incidental manner before studying them, or not as the case may be, in a scientific way: unless children study at school subjects such as history, English literature, or a modern language they will not do so. The scientific method is sound in its right place, but it must not be allowed to run riot.

In translation it is necessary not only to appreciate the meanings of individual words, but also to decide what idea the author is wishing to convey. I doubt whether biology or any other science can provide this exercise.

4. Here I think that Mr. Yapp has misunderstood my meaning. What I intended to suggest was that more value can be got from spending the available time on, say, English, including of course literature and history, than by spreading the time over a series of subjects such as English, history, art, music, civics, &c., each of which would then receive only a very superficial treatment. It should always be borne in mind that the most valuable work is that done by the pupil and not that done by the teacher, and the science specialists cannot do sound thoughtful work on too many non-science subjects: they have not the time.

5. I see no reason to suppose that having a common *syllabus* for the Higher School Certificate and University Scholarships is either a scientific or unscientific arrangement: nor need it eliminate the experimental method from the examination. A syllabus limits the ground to be covered, but not the type of question to be set nor the kind of answer expected. An examiner can set questions on the Higher Certificate syllabus which will find out the scholars. What more does he want?

The adoption of the suggestion would prevent the range of factual knowledge required for University Scholarships from increasing every year, and this steady increase is one of the present evils.

Finally, I should like to stress that my object in writing the article in question was not to plead for a classical education in preference to a scientific one—they both have their proper places—but to plead for an honest and frank criticism of the present arrangements for science in our schools with the object of improving them. That considerable improvement is most desirable is shown by the criticisms given in the papers to which I referred in my article, and I considered that, in tracing the causes of the faults, comparison with classical education might be helpful. Scientists will be doing more good by thinking frankly and critically how to improve their courses than they will by shouting from house-tops, which is an occupation more suitable for fanatics.

2 Southfield, Rugby. R. W. STOTT.

THE REGIONAL APPROACH TO LITERATURE AND THE ARTS

SIR,—In *The Journal of Education* for May, 1944, Mr. W. W. French made out a strong case for local study as an educational method. In one respect, however, he made no particular claim for this approach. "It must be admitted", he said, "that local studies make no particular provision for the teaching of abstract knowledge or the cultivation of taste."

That statement as it stands admits of some qualification. It is the purpose of this letter to suggest that the locality, or at any rate the region, may provide the basis for an effective introduction to English literature and the arts, and to indicate books that will prove helpful to the teacher contemplating such an approach.

The fact is that much that is most characteristic in English letters and art is rooted in the localities. Few of our writers or painters have been either consciously national or even consistently metropolitan in their work. Partly this is due to an individualism that has minimized the influence of schools and academies, partly to the absence of State patronage of authors and artists. But even more fundamental influences have tended to produce regionalism in art and literature. Despite its smallness, England is divided into a number of regions, differentiated geographically, and possessing distinct historical traditions. It is this divergence that the regional writer or artist reflects. About his work, we may state two propositions—first, that it cannot be understood without a knowledge of the background against which it was produced, and second that, in its turn, it may illumine and bring out the essential significance of that background.

Of the various types of literary work that may be described as regional, the greatest volume consists of verse inspired by the natural or man-made landscape. A heightened consciousness of their surroundings is a characteristic common to poets dissimilar in every other respect; and preoccupation with the scenic background (whether, as in Crabbe's carefully delineated descriptions of Suffolk, the treatment is objective, or, as in much of Wordsworth, highly subjective) results in what may be called regional poetry. To any one seeking to use this local interest as a starting-point for the teaching of English literature, two recent anthologies will prove infinitely suggestive. They are *Landmarks*, edited by G. Rostrevor Hamilton and John Arlott (Cambridge University Press, 1943) and *English, Scottish, and Welsh Landscape*, chosen by John Betjeman and Geoffrey Taylor (Frederick Muller, 1944).

Again, there are few parts of the country that lack their own regional novels, in which the setting acts as a positive influence in the development of plot and character. Phyllis Bentley, herself a regional novelist of distinction, has written a charming account of the outstanding books of this kind in *The English Regional Novel* (P.E.N. Books, George Allen & Unwin, Ltd., 1941), in which she shows good reasons for regarding the regional novel as a characteristic literary form of the last century or so. Her essay is accompanied by a list of regional novelists, familiar and less familiar, arranged by counties and useful as a preliminary indication of the material available in any particular area.

For the rest, a good deal of miscellaneous writing, while having considerable literary value, can best be approached from the standpoint of local interest. Gilbert White, Cobbett, and Richard Jefferies are names that spring to mind in this connexion. The background of each—and of many others—is attractively described in *A Literary Pilgrim in England*, by Edward Thomas (reprinted in "The New Library").

In English art, no less than in literature, there is a strongly-marked regional element. This is due to the predominance of landscape-painting, and to the topographical tradition that may be traced from Francis

(*Continued on page 298*)

Digitized by Google

Essential Science

By A. W. CANN

Specially compiled for Candidates for Apprenticeships in Royal Dockyards, Royal Navy, R.A.F., the Fleet Air Arm and Civil Services.

This book contains sufficient revision work to enable students to answer fully all questions in *Heat, Chemistry, Mechanics and General Physics*, set in the Science Papers in Examinations for Apprenticeships in the above Services.

It will also be found useful in any elementary course in Science. Typical questions in each subject are dealt with including those set at the most recent examinations, and the book is fully illustrated.

CLOTH COVERS. Price 3s. 6d.

★ ★ ★

How and Why it Works

A Constructional Science Course

By F. BOOTHROYD, B.Sc.

Books I and III are devoted to a reasoned and logical study of the *Physics and Chemistry of Air and Water. Book III* deals with *Magnetism and Electricity.*

Constructional work is introduced by *working Models* made by the pupils to illustrate the practical applications of Scientific theories, thus combining SCIENCE and HAND-WORK COURSES.

Book I	First Year Complete Course	**2s. 9d.**
Book II	Second Year Complete Course	**3s. 0d.**
Book III	Third and Fourth Years Complete Course	**3s. 3d.**
Construction Books I and II (Model Making only) each		**10d.**
Construction Book III (Model Making only) each		**1s.**

★ ★ ★

Experimental Biology

By W. V. WARMINGTON, M.Sc. (London), and W. G. GOLDSTRAW, B.Sc.

A SIMPLE AND PRACTICAL COURSE

The Syllabus is based on simple everyday phenomena, and is arranged so as to give pupils the opportunity of gaining first-hand experience and knowledge of life principles and processes by a study of common plants and animals.

The Course is essentially non-academic and the methods employed depend almost entirely on practical work.

Part I. 2s. Paper.	Teacher's Book, 2s. 6d.
Part II. 2s. 3d. Paper.	Teacher's Book, 2s. 9d.
Part III. 2s. 6d. Paper.	Teacher's Book, 3s.

Cloth covers, 4d. extra.

FULL LISTS AND FURTHER INFORMATION FROM THE PUBLISHERS

SCHOFIELD & SIMS, LTD., HUDDERSFIELD

Digitized by Google

Place in the seventeenth century through Constable and the great water-colourists—Turner, Cotman, Girtin—to the artists who have worked on the "Recording Britain" scheme of our own war-time days. The feeling for a particular countryside is so closely woven into much of this painting that knowledge of the original is an almost essential prerequisite of appreciation, and equally the artist's representation will inform and enrich the features of a well-known neighbourhood. Even painting of small, or indifferent, aesthetic merit has this value, as Siegfried Sassoon showed in his charming verse on Pyne's "View of Old Exeter":

"Glancing down
From some neglected meadow near the town,
He hummed and sketched that I might be afforded
This purview of the past's provincial peace."

Many suggestions on the use of pictures in this way—as historical and sociological evidence of the life of a community—will be found in R. H. Mottram's *Old England* (The Studio, 1934). But, for the most effective use of local-study methods in art appreciation classes, the co-operation of an art gallery with a representative collection of regional art is necessary.

The use of a similar line of approach to English music is outside my experience, but here again it would seem that the wealth of folk-songs, many of them now available on gramophone records, offers the opportunity of regional study. Certainly indigenous local crafts might well form the basis of land-work teaching.

It remains to state briefly the particular advantages that may result from using the regional approach to literature and the arts. First and foremost, this method is in accordance with the sound educational principle of proceeding from the known to the unknown. It has the especial value of introducing a writer or artist, not as somebody 'different', living in a world of his own and therefore to be understood only with difficulty, but as an interesting sort of neighbour, rather clearer-sighted than most. Secondly, the regional approach has this to be said in its favour. Honestly attempted, it will go far to foster and maintain the provincial consciousness that has always been a characteristic—perhaps it is not too much to say, an essential—of the wider patriotism of Britain as a whole.

H.Q. Allied Commission, C.M.F. H. E. BELL.

SCOTLAND

TRADES UNION CONGRESS AND EDUCATION

EARLY in the proceedings of the Scottish Trades Union Congress, recently held in Aberdeen, the question of education came up for critical discussion. The new Education (Scotland) Bill aroused much adverse comment, special points dealt with being the lack of legislation to compel education authorities to carry out the proposals, the absence of any clause prohibiting the employment of school children, the right of young people in the proposed Junior Colleges to contract out of religious observance and instruction, and the embodiment in the new Bill of an obligation upon the Scottish Secretary to present to Parliament an annual report on Scottish education. Perhaps the most interesting feature of the discussion was that it produced a new simile, comparing the educational system to a huge departmental store. "You have", said a delegate, "a bargain basement where educational remnants and oddments are displayed to the large mass of the working people, and offered for sale by a very largely overworked and very much underpaid staff. But there are also very comfortable and luxuriously fitted saloons in the upper stories. They can be reached by those who are prepared by mental and physical sacrifice to take what is called the educational ladder and very painfully and laboriously partake of these choice educational wares on sale upstairs. For the vast mass of the people there is nothing left but those remnants and oddments unless for the privileged few who have another way of reaching the saloons upstairs—not by the educational ladder, but the educational elevator—by being in the fortunate position of having an indulgent parent able to pay school fees". Such is the latest version of "equality of opportunity"!

ANNUAL PROGRESS REPORT: EDINBURGH

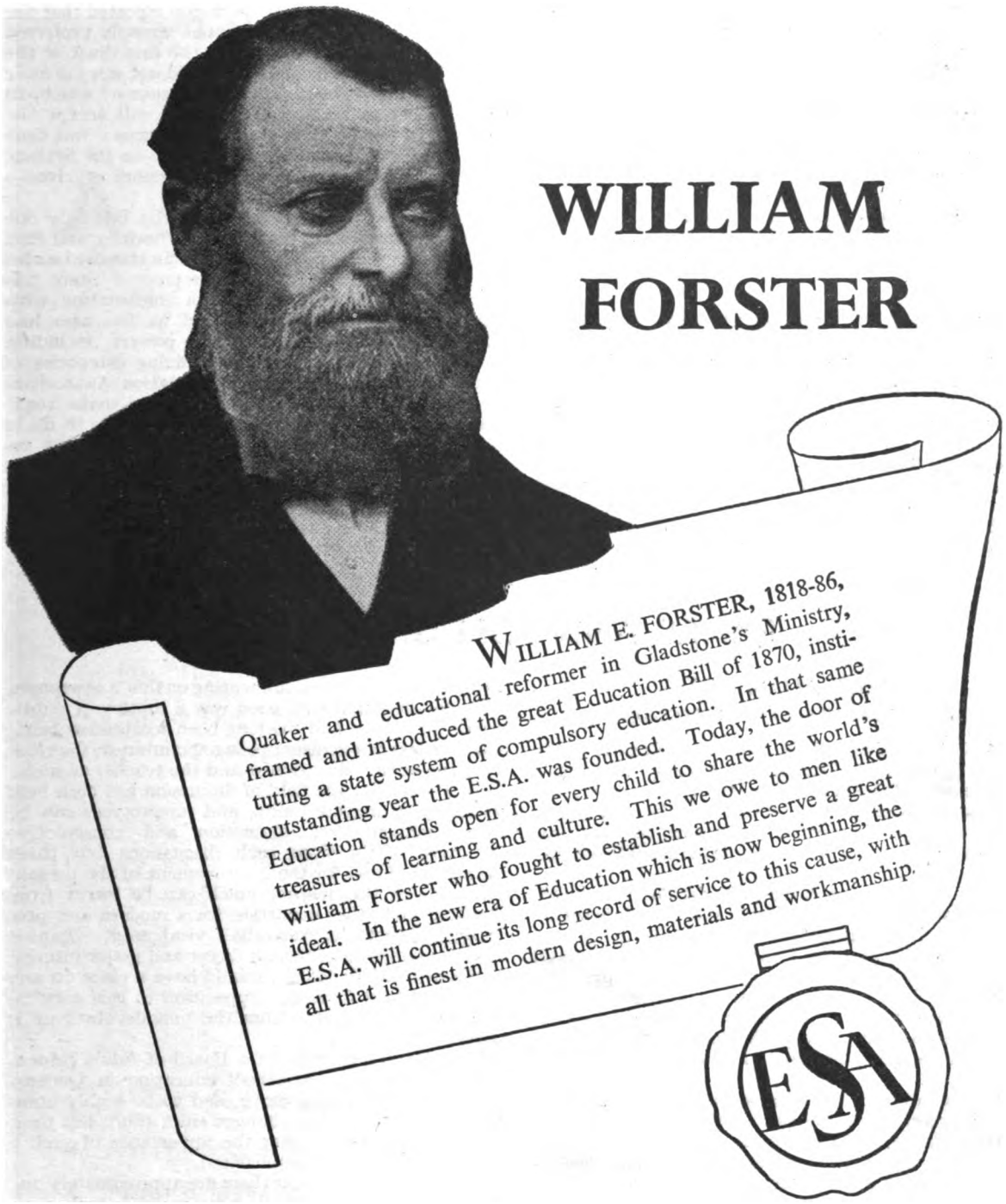
THE Edinburgh Education Committee is to be congratulated on the success of the past year's work in spite of the restrictions placed upon its progress through lack of teachers, lack of accommodation, inadequate clerical staff, and shortage of materials—the inevitable repercussions of these years of war. The Report indicates that enrolments have increased in all types of schools, and so also has the number of successful presentations for the Junior and Senior Leaving Certificates. But nowhere is progress more brilliantly sustained than in its record of continuation-class education, which has long been a matter of legitimate pride in the capital city. During the winter session the number of courses provided in an enviable variety of subjects was over 180, and more than 21,000 students were enrolled, a substantial increase on the preceding year, with an additional 8,000 in attendance during the summer session. The success of this effort bears ample testimony to the fine co-operation, long established, between the interests of education, industry, and commerce in the city. Some of the leading firms are already making plans for the provision of part-time day classes for their adolescent workers in anticipation of the proposed Junior Colleges, and a three-years' pre-nursing course for girls, to which reference has already been made in these columns, will shortly be established. Perhaps most noteworthy of all is the statement made in the Report that the pupils of the School of Building and Crafts will by their own labour complete the building designed to provide the school with additional classrooms. In such circumstances self-help will in itself be a liberal education.

SCHOOL MEALS

IN a recent circular addressed to local education authorities the Scottish Education Department advise the planning of considerable extensions in the school-meal service as soon as labour and building materials become available, and envisage a long-term policy in the feeding of school children. Even in the last two years there has been a marked advance in this service. In February, 1943, some 125,000 substantial mid-day meals were served every day in Scottish schools, while to-day more than 200,000

(*Continued on page 300*)

Digitized by Google



THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.
181 High Holborn, London, W.C.1 *Telephone*: Holborn 9116
Stevenage, Hertfordshire *Telephone*: Stevenage 500 ★ 101 Wellington Street, Glasgow, C.2 *Telephone*: Central 2369
E/A11

Digitized by Google

children are receiving meals in school—27 per cent. of the total school population. Meantime plans and specifications are being prepared, and, when all the kitchens now being built or approved for erection are completed, it will be possible to supply hot school meals to half the school children in Scotland. It is confidently anticipated that, when the school-leaving age is raised and the provision of free meals and milk becomes part of the family allowance scheme, there will be an even greater demand for this service, and education authorities are encouraged to plan more satisfactory dining accommodation and to offer more attractive facilities for future requirements. The aim, which is the right one, is to make the school dining scheme an integral part of the educational training, and a cultural element in the corporate life of the school.

THE EDUCATION (SCOTLAND) BILL

MOVING the recent reading of the Bill, the Secretary of State was mainly concerned to expound the administrative proposals of the new Bill by comparing them with those of the original draft. The former may be called the direct election proposals, abolishing the appointment of "co-opted members", while the latter imply the continuance of the present system of running education as a conjoint service with health, housing, water and other services, but qualified by delegation of real and effective education powers to the Education Committee and the abolition of co-option of persons other than representatives of the Church. While admitting that either of these proposals would work, Mr. Johnston reported that the great bulk of the local authorities strongly preferred the latter proposals as given in the first draft of the Bill. The suggested compromise did not seem to have met with much favour. The Government which, in fact, has sponsored both proposals will accept the decision of the Scottish Grant Committee; but time is running short, for the Bill must be on the Statute Book—if the present House of Commons survives—by the beginning of August.

The Secretary indicated that in the Bill only one power had been taken from local authorities, and that at their own request—the power to fix standard scales of teachers' salaries. The Secretary of State has taken over this responsibility in consultation with the National Joint Council, and he has also had conferred upon him certain new powers, including the right to make regulations defining categories of defective children, to require Education Authorities to combine for particular purposes, to make regulations raising the school-leaving age to 16, to make regulations as to school meals, to make orders releasing land held for educational purposes from obsolete restrictive conditions, and to settle any dispute that may arise between a parent and an education authority as to the suitability of a secondary course selected by the parent.

EMPIRE AND FOREIGN NEWS

AUSTRALIAN NOTES

By A QUEENSLAND CORRESPONDENT

MR. A. K. THOMSON, lecturer in English at the Queensland University, recently said, at a Queensland Teachers' Union Conference, that the depression rates of pay, introduced by the Moore Government in Queensland from 1929 to 1943, was one of the reasons why the State could not get enough teachers.

The fact is that every State in the Commonwealth is faced with the same problem, and until it is solved there can be no raising of the school-leaving age, which would necessitate the engagement of about 500 additional teachers. In Queensland 10 per cent. of the teachers receive £A.300 or less, and 80 per cent. £A.400 or less. People of the right quality cannot be enticed to enter the profession in the necessary numbers because of this lack of reasonable remuneration.

To-day, when a boy is given a Training Scholarship, he receives 10s. a week for the first year if he is living at home, and 15s. the second year. If he lives away from home, he receives 25s. and 30s., respectively. Boys and girls deciding to become teachers must therefore have their pittance supplemented by their parents. It follows that, with a Junior Pass opening up more favourable occupations, teaching becomes the last choice.

The view is held that the Teachers' Training College should be affiliated with the University, and that the latter should make the Diploma of Education available to external students, with the further provision for the degrees of Bachelor of Education and Master of Education.

A Teachers' Union Conference proposed that the Government should establish an Education Council as an advisory body. Commenting on this, a newspaper editorial said that education was a matter of public concern; that it had too long been accepted as being more or less of exclusive pedagogic interest, the close preserve of the educationist and the teacher as such.

It is true that the field of discussion has been held within very narrow limits, and no progress can be made without free discussion and constructive criticism. Only from such discussions can there spring new ideas for the improvement of the present system. In this respect much can be learnt from England and other countries, for a modern and progressive outlook is Australia's vital need. Opinion is that parents, who have a direct and major interest in educational standards, should have a place on any advisory board formed. Opposition to this may be expected, as criticism from the outside observer is resented.

The recent formation of a Board of Adult Education, to organize post-school education in Queensland, was a necessary move, and to be highly commended. So much has changed since adults left their inadequate schooling that the importance of such a move cannot be over-emphasized.

In Australia at present there are approximately 200 full-time returned soldier trainees, and fifty such part-time trainees, at universities and other institutions.

Some commentators see a danger in this education ferment, since it leads some people to think that through it alone will come the change in heart which will automatically solve social and economic problems without much ado or strife.

Mr. Nelson T. Johnson, American Minister to Australia, has indicted the modern city as "one of the most potent sterilizing influences society has to contend with". Children, he says, are not wanted

(Continued on page 302)

Digitized by Google

A Text Book with a certified circulation of 297,500 copies

A NEW SEQUENCE GEOMETRY FOR SCHOOLS

by

JOHN GRAY, B.Sc.

and

FRANCIS J. SMITH, M.A., B.Sc.

An attempt has been made to meet, as far as possible, the *spirit* of the recommendations suggested in the following memoranda :

(*a*) The I.A.A.M. Report on the Teaching of Geometry.

(*b*) "The Teaching of Geometry in Schools" by the Mathematical Association.

Divisions of the Book :

1.	Part I.	Introductory Course and Section I (The Introductory Course can be obtained separately. Price 1s.)	Price 2s. 6d.
2.	Part II.	Section II (Areas), Section III (Loci), Section IV (Circles) (Parts I and II combined. Price 4s.)	Price 2s. 6d.
3.	Part III.	Section V (Rectangles and Squares, etc.), Section VI (Proportion and Similarity) (Parts I, II and III combined. Price 5s.) (Parts III and IV combined. Price 4s.)	Price 2s. 6d.
4.	Part IV.	Section VII. (Solid Geometry)	Price 2s. 6d.
5.		Parts I, II, III and IV in one Volume	Price 7s. 6d.

THE GRANT EDUCATIONAL COMPANY LIMITED

LONDON: 12 CURSITOR STREET, CHANCERY LANE, E.C. 4

Digitized by Google

in cities; they are underfoot in the communal apartment houses, they have no place to exercise their rapidly developing minds except on city streets.

"School, which should be an adjunct of the home in the building of personality and character for the child, is merely a convenient place, conducted by the State, to which children can be sent to get them out of the way. Children are a nuisance in a family when the parents want to go to the theatre, to the movies, or to a dance in the evening. And so men and women in the cities tend to live entirely for themselves."

He concluded by saying that parents were therefore not interested "in the problem of making youth secure, and giving youth the opportunity it needs to make life secure for itself".

Adult education, indeed, is one of our big problems in Australia. The Board of Adult Education will have to pursue social and economic research if it wishes to be a successful educational body.

EDUCATIONAL FILMS IN SOUTH AFRICA

DR. E. EYBERS, former professor of education at the University of the Orange Free State, has given up his academic career in order to devote himself to the education of the teachers of South Africa in the use of educational films, both for children and adults. In an interview Dr. Eybers spoke enthusiastically of the prospects of the educational film. He imagined that the years ahead would see the film harnessed in the service of the education of the many millions of people in Africa. He is now the director of the Division of Education, recently created and functioning within the framework of African Consolidated Films, which in turn represents Encyclopaedia Britannica Films. This organization undertakes the production of educational films in Britain and the United States. Because of lack of equipment the fuller use of educational films will have to wait until the end of the war. Now time is being spent on the organization which must precede the project. Dr. Eybers said the potentialities of the educational film in the progress of South Africa and the rest of the continent were almost limitless. It could play a very important part in the development of the native. Health and hygiene and the promotion of better agricultural methods—including the fight against soil erosion—are to be two of the main subjects. Each territory is to be catered for according to its own needs. The 16 mm. educational film was first introduced into the African continent nine years ago. A year later the South African Education Department established the South African film library. To-day more than 700 schools are making regular use of the motion-picture film as a teaching aid. The South African armed forces are also using it to an increasing degree in training and educational services. Of the educational films shown in South Africa—and present films range over almost the complete school syllabus—none has so far been made in the Union. It is hoped that in the near future many of the films needed for educational purposes in the Union will be produced locally. Plans have already been drawn up to shoot such films against local settings. The post-war scheme envisages a large-scale launching of educational film making in the Union. Dr. Eybers stated that it was erroneous to assume that the educational film would ever supplant the teacher in the schoolroom. Rather would the teacher be placed in the foreground, his professional status being enhanced by his progressive methods.

W. L. SPEIGHT.

THE RECONSTRUCTION OF THE UNIVERSITY OF DNIEPROPETROVSK

Cable from Moscow transcribed by A. CLIFFORD

NIKIFOR KHMARSKY, Rector of the University of Dniepropetrovsk, writes: "Our University was founded in 1918, after the October Revolution. In the first twenty-three years of its existence it grew into a large educational and scientific centre with seven departments housed in three large buildings. There was a student body of 2,500, and an annual graduating class of 300. When the Germans occupied the town in the autumn of 1941, the University was closed; some of the staff and students joined the Army, the remainder were evacuated far into the rear. Our scientists placed all their knowledge and experience at the service of the country. Manganese deposits were discovered in Central Asia; valuable research work was done on medicinal plants as well as on the manufacture of munitions and on problems connected with the making of high-grade steel.

"The Germans made every effort to stamp out our work in the University. The buildings were turned into barracks and stables; the halls and libraries were pillaged. In October 1943 the city was retaken. Artillery was still thundering in the distance, and buildings in the city were still smouldering when a small group of the University's scientists began the work of restoration. The buildings presented a melancholy spectacle; the main block had been blown up, the library and the chemistry block were burnt out, the splendid physics laboratories and the museum were in ruins. Staff and students cleared rubble from the buildings which remained, glazed windows and repaired heating systems and, where possible, furniture. Within a month the University began work. The first year was a difficult one. Studies had to be combined with agricultural work on the University's subsidiary farms and with much reconstruction. In October 1944, when the new academic year began, 570 students were enrolled in seven departments, and these, together with students re-evacuated from the east, and students returned from service in the Army or in partisan detachments, made up a grand total of 1,500.

"Special attention is being given to the study of the natural resources of the U.S.S.R., with a view to the restoration of the country's agriculture and industry. The University staff also lecture in factories, hospitals, and village clubs as part of the national effort to spread culture among the people of the Republic."

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

THE thirty-ninth Annual Report of this Foundation, recently issued, begins with a consideration of the future of graduate education. "The American graduate school, long torpid, may be on the brink of movement." With the return of peace, as many as 200,000 members of the armed forces, in addition to the resumed natural peace-time flow of secondary-school graduates, will ultimately throng the college gates. The accepted source for recruiting the teaching strength that will be required in the better high schools and the colleges is the graduate school, which itself will probably be crowded beyond capacity.

In June, 1944, the Foundation made its Graduate Record Examination available to men and women of

(*Continued on page 304*)

Digitized by Google

THIS SCEPTRED ISLE

PICTURED IN A NEW ANTHOLOGY OF PROSE AND VERSE

SELECTED BY

W. J. GLOVER

Editor of "The World's Story Time," "The King's Highway," "Verse Time," "Dramatic Prose," "The Treasure Chest," "Poetry for Upper Forms," "Short Plays from Shakespeare," etc.

IN THREE BOOKS

Each book opens with passages in praise of Britain and her Freedom. Other Sections follow in praise of Famous Men and Women; in descriptions of notable events in History; and in pen-pictures drawn from Nature.

The books also contain examples of English Wit and Humour; a few notable Letters; and end with some Words of Wisdom taken from many sources, including the Bible.

IN ACTIVE PREPARATION

GEORGE PHILIP & SON LTD.

32 · Fleet Street · London · E.C. 4

OLIVER & BOYD

ALWEIN KLEIN seift alle ein
The Story of the Barber's Boy who befriends the Touring Players.
Edited by GRETCHEN MÜLLER and EDMUND EMSON, B.A.
A German Reader for 3rd or 4th year.
Limp cloth, 2/3 ; Boards, 2/6

DU FRANÇAIS ? EN VOILA !
Cours Elementaire
By E. G. LE GRAND, Bradfield College. Price 3/9

CES DAMES AUX CHAPEAUX VERTS
By ALBERT ACREMANT
A School Edition of the delightful comedy from the pre-war Paris stage. Price 2/9

FREE COMPOSITION IN FRENCH
By M. L. DELBENDE, B. ès L., and J. FRAME, L.C.P.
Second Edition. Price 2/9

AN ENGLISH WORK-BOOK
For Middle and Upper Forms
By L. A. MORRISON
365 modern constructive English exercises suitable for Grammar Schools, Secondary, and Public Schools, and for Adult Education.
Second Edition. Price 3/-

THE APPROACH TO LATIN
In Two Parts
By JAMES PATERSON, M.A., and E. G. MACNAUGHTON, M.A.
First Part (*Sixth Edition*) Price 4/-
Second Part (*Fourth Edition*) Price 4/-

SEPTIMUS
A First Latin Reader
By R. L. CHAMBERS, M.A., and K. D. ROBINSON, M.A.
Third Edition. Price 2/9

CAESARIANA
An Intermediate Latin Reader
By E. H. GODDARD, M.A., and JOHN COOK, M.A.
Third Edition. Price 2/9

LATIN PROSE COMPOSITION
By ERNEST I. DENOON, M.A., and WILLIAM A. BAXTER, M.A.
Junior Book Price 2/9
Senior Book (*Third Edition*) Price 3/9

PROSE OF PURPOSE
A selection for study and discussion in Sixth Forms.
Selected and edited by ALEXANDER LAW, M.A., J. W. OLIVER, M.A., D.Litt., and H. J. L. ROBBIE, M.A., Ph.D.
Second Edition. Price 3/9

OLIVER & BOYD LTD.

Tweeddale Court, Edinburgh

98 Great Russell Street, London, W.C. 1

Digitized by Google

the armed forces who wish to enter or resume formal education at American universities. The examination has been taken by more than 30,000 students in the past five years, of whom 12,000 were graduates of more than 500 colleges planning to undertake graduate work at 11 universities, and 18,000 were undergraduates in more than 40 colleges.

To conserve certain advantages the war has brought, the Foundation is conducting a study of measurement and guidance in engineering education at eleven co-operating higher institutions. Seven special tests are used to appraise the students' ability and to assist him in his choice of career.

The year's total expenditure for retiring allowances and pensions was $1,893,923. For the period 1906–1944 this expenditure amounts to over $46,000,000.

EDUCATIONAL MEETINGS

ADDRESSING the annual meeting of *The County Councils Association* on April 25, Mr. R. A. Butler, Minister of Education, examined in detail "the complicated tasks" which lay before administrators in implementing the Act of 1944. He suggested that they had carried through "a four-year achievement and not just a four-year plan", and he rebuked those who approached the task with "croaking pessimism". "The catalogue of our achievement", he said, "entitles us to approach the future with a buoyant realism."

After briefly reviewing "the catalogue of our achievement", Mr. Butler said that in the field of local administration the outstanding feature in the Act is the replacement of the Part III authorities by the system of divisional administration. With reference to Excepted Districts, he said that it had always been his intention that there should be a real and effective measure of delegation to the Excepted Districts subject to the financial and other powers of the County Councils and County Borough Councils as the local education authorities in their areas.

The rate at which the reforms could be carried into effect depended upon three factors—(1) man-power, (2) materials, and (3) money. (1) Our principal need was for more teachers. The only substantial source of supply of trained teachers consists of those men now in the Forces. We hope to get our fair proportion of teachers released under both Class A and Class B. The emergency scheme for training was already beginning to operate. The first three colleges would be opening in a few weeks and several others, he hoped, in a few months. As regards the long-term policy, though a lead would be given from the centre, the main responsibility must rest upon the local education authorities. The general intention is to secure that the expenditure falling on the ratepayers of any particular authority in connexion with the training of teachers should not be affected one way or the other by the fact that they happen to have a training college provided and maintained by their authority within their boundaries.

(2) With regard to buildings, the most urgent need was to get back those educational buildings which had been diverted to service use. Already the process of their restoration had begun and will quickly be completed as the fighting ceases. "The country which was insistent on the need for passing the Act will be equally clear and firm on the imperative necessity of our securing the buildings we so urgently need to make the Act work."

(3) We could not hope to have the reforms unless we are prepared to face the cost. The recently published estimates of the Ministry, providing as they do for an increase of nearly 30 per cent. over the previous year, show that the Government for its part has every intention of making the Act work.

"All the time the hum of the present overcrowded classes will be in our ears, and we must do all we can, through space and teaching power, to get this matter in hand. Gradually, as the reorganization and modernizing of existing schools and the building of the new ones proceed, we shall see more of our present hopes translated into a living reality."

THE forty-second annual meeting of *The Science Masters' Association* was held at the City of London School from April 9 to 11. In the presidential address, Mr. C. L. Bryant examined "The Impact of Science on Human Beliefs". He pleaded for an effort to resolve the present conflict between Science and Religion, instancing faults on both sides. Teachers should stress the fact that creation is still in the making, man being but an infant on the cosmic time scale. Might not religious belief be not a vestige but a rudiment, with a great future before it? A contrast between animal behaviour and human endeavour would help pupils to answer the all-important question: What is Man?

Mr. J. G. Crowther, speaking on "The Social Relations of Science" in the "Science and Citizenship" lecture, developed the thesis that the period of major scientific discoveries might well be ending and merging into a phase of consideration and critical appreciation. There is therefore an acute need for the training of scientists who will not be primarily laboratory workers but will fill administrative and ambassadorial posts. At present there is no Chair of the History of Science in this country and few schools treat the subject seriously. Greater attention should also be given to recruiting men and women who could do useful scientific work under direction. Flexibility of mind and outlook is necessary among science workers and could be secured by periodic transfer of persons between industrial, administrative, and teaching posts.

On Tuesday morning Sir Alexander Fleming, F.R.S., told the story of the discovery and development of Penicillin. In other lectures Mr. C. Bibby, Education Officer to the Central Council for Health Education, discussed methods of furthering Health Education through School Biology; Dr. J. McG. Bruckshaw, of Imperial College, described the applications of Physics to Economic Geology, with special reference to the explosion wave method of geophysical prospecting for oil; Mr. F. W. Cuckow, National Physical Laboratory, dealt with the development of the Electron Microscope and its use in solving problems in many fields of pure and applied science; and Mr. R. Maitland, B.X. Plastics Ltd., gave an account of the manufacture, chemical structure, and uses of synthetic plastic materials in present production, including the heat-resisting polymers containing silicon.

The meeting included two discussions. The first, held in the Ministry of Information Theatre, on the production, uses, and distribution of films for science

(Continued on page 306

Digitized by Google

POETRY FOR YOU

C. DAY LEWIS. *Fifth Edition.* 4s. 6d. net

"He has foreseen most of the questions about poetry which children are likely to ask. A book which is excellently planned and admirable in its conversational tone."—*The New Statesman and Nation.*

THE TEACHING OF HISTORY

C. H. K. MARTEN 4s. 6d. net

The name Marten has been a hall-mark of history text-book excellence for nearly a generation, and in this little book the author's teaching experience and wisdom are summarized for the benefit of young teachers.

Mr. PEPYS AND HIS MUSIQUE

IRENE BENNETT. *Second Edition.* 2s. net

Samuel Pepys, who was himself a "lover of Musique", is the central figure in three episodes. These plays are designed to stimulate interest in the music and instruments—recorders and harpsichord—which he played and enjoyed so thoroughly.

NOTES TO GOETHE'S POEMS

JAMES BOYD Vol. I. 7s. 6d. net

This, the first of two volumes of Notes to Goethe's Poems, covers the first half of the Goethe anthology, i.e. down to the Italian Journey. The Notes are in the form of short introductions, giving the relevant biographical data, interpretations of the contents as a whole, and appreciations of the poetical qualities of each.

THE TEACHING OF SCIENCE

W. L. SUMNER 5s.

"Mr. Sumner has worked out an admirable course, with application to almost everything that happens in the ordinary schoolchild's experience, from the national health insurance to the lighting of the school stage."—*The Times Educational Supplement.*

TO WHOM DO SCHOOLS BELONG? W. O. LESTER SMITH

Third Edition, Revised, Ready June. 10s. 6d. net

This edition has been completely revised and contains a new, lengthy chapter on the Butler Act. "A wise, tolerant, and sympathetic book."—*The Manchester Guardian.*

Basil Blackwell • Oxford

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION
HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

YOU
WILL BE INTERESTED
by the
Wide Range of Subjects
in our
NEW INDEX
of
LANTERN SLIDES

Please send your enquiries to:

NEWTON & CO. LTD.

(Established over 200 years)

Telephone: WELbeck 4131 (2 lines)
72 Wigmore Street London, W. 1
Telegrams: "Newtobar Phone London"

Digitized by Google

teaching, was opened by Messrs. Arthur Elton, President of the Scientific Film Association, Geoffrey Bell, Scientific Film Director, and William Farr, Head of the Central Film Library of the M.O.I. Three films were also shown. The formation of a sub-Committee of the S.M.A. to deal with problems associated with the use of optical aids was announced during the discussion.

The second discussion, opened by Messrs. A. W. Wellings, Leamington College, and D. H. J. Marchant, Ilford County School, considered " The Role of Science in the Future Educational System ". Mr. Wellings deprecated too early and too intensive specialization in school science courses. Science teaching must be animated by the essence of the scientific spirit and every lesson made an adventure. For all types of school a General Science course can provide a good foundation, but a reorientation is needed to bring out the importance of scientific discovery in relation to social cause and effect. Mr. Marchant regretted that some schools still omitted biology from the science course, and advocated general science as a cure for this. In planning courses the need for individual practical work must be remembered, and more thought given to the importance of relating topics studied to the mental capacity of pupils. Subsequent speakers emphasized the importance of courses in the philosophy and background of science for sixth forms, the need for science courses for non-science specialists, and the importance of adequate time allotment for the study of general science. Opinion was divided on the desirability of instituting university courses leading to degrees in general science.

The Members' Exhibition, although rather smaller than those of pre-war days, showed that science masters have managed to find time, amidst the many extra duties thrust on them by war, to develop many new and ingenious pieces of apparatus. Much interest was taken also in the comprehensive and well-arranged exhibition of science books by eighteen publishing firms, which served to whet the appetites of members for the feast of new books which will follow the relaxation of the present cramping paper restrictions.

FROM April 4 to April 8 just over six hundred students from universities and colleges from all over Great Britain met at Birmingham University for this year's *National Union of Students'* Congress. For the first time since the outbreak of war, student delegates from other European countries were present, including representatives from Russia, France, Holland, Belgium, Luxembourg, Yugoslavia, Poland, Czechoslovakia, and Sweden.

The main topic this year was " The Student's Contribution to Peace ", and days were set aside for discussing the various aspects of the coming peace, such as the future of science, the future of economic life, international co-operation, and student organizations in peace-time. On the first day, after greetings by the Lord Mayor of Birmingham and the Pro-Chancellor of Birmingham University, Dr. Sam Lilley spoke on the urgent need of developing British science to greater efficiency, which will entail more research. To double or treble research activity during the next ten years universities would have to train men and women at four to seven times their pre-war rate. Students would have to be the backbone of the new research army and must take an active part in research. Mr. E. F. Schumacher, in warning students against believing in simple remedies against war, told them that the universities were meant to develop their powers of critical thought. He demonstrated that mass unemployment and maldistribution of income can be cured by economic planning.

In considering the evidence given to them by expert speakers, students in their special and faculty commissions developed the points made by the speakers during the preceding day. Several important resolutions were carried, often after long and searching discussion.

An address by Sir Geoffrey Mander, M.P., in which he outlined the shape of the future world organization, formed the basis of discussion on the future of international co-operation. The subjects under review ranged from the future of Germany and the economic machinery of international co-operation to questions concerning the Far East, the United States, and Russia. Throughout the different commissions feeling was strong that this country should cooperate in future much more closely with other countries, and particularly with other European countries. A large measure of agreement was reached on a number of important points.

The part to be played by education was described by Mr. H. C. Dent; and Mr. Jack Allanson gave a short address on the future of student organizations. The substance of both speeches was discussed on the last day in special commissions on the future of student life, and four major resolutions were passed by the whole of Congress.

Congress called for a world-wide student organization which would serve as a representative body through which students may exchange ideas and express their views, and which will give students every opportunity of developing international friendship through travel, exchange visits, sports, conferences, and other means. All nationally representative and democratically elected student organizations should participate in this organization which should be created at the earliest opportunity.

YOUTH Service Volunteers held their Final Conference in County Hall, Westminster Bridge, London, on Saturday, March 31. The Chairman, Lord Forrester, one of the Directors, opened the proceedings by welcoming the delegates to London. Miss Phyllis Everitt then outlined the practical recommendations made at previous conferences, which Headquarters felt able to adopt this season.

Mr. Bracey, Y.S.V. Organizer, said that, after three years, the basis of the work was changing from short-term camps to long-term, from war-time production to long-term maintenance. Some of the problems were how to make the camps self-supporting when working shorter hours resulted in less revenue; should the age limit be extended beyond 20 in response to the demand, and would the training of experienced volunteers help to solve the staff problem; should the scope of the work be increased to cover such things as Dominion exchange, short-term schools, European relief camps, &c. If the Organization is to extend, should it remain voluntary or come under a Government Department such as Ministry of Education, Ministry of Labour, or Ministry of Agriculture.

Colonel Monkhouse and Mr. Fothergill then described two new types of work it was suggested should be undertaken. The first would be carried out near Cannock and consists of breaking shell-cases into their component parts and erecting shelters in which they could be stored, so that the factory space could be freed for peace-time production. The second was land reclamation in the Lake District. Here

(*Continued on page* 308)

Digitized by Google

Consult the G.E.C.

on

LIGHTING FOR SCHOOLS

Good Lighting is essential in schools of every kind.

The various examples of G.E.C. School Lighting, which have attracted keen interest from educational authorities, are based on long experience and constant effort in the development of better lighting.

Such installations show the advantages of carefully planning the lighting to suit the particular needs of each situation.

Consult the G.E.C. The company's lighting specialists are always at your service.

An ideal lighting combination

G.E.C. FITTINGS

and

Osram LAMPS

Advertisement of The General Electric Co. Ltd., Head Office, Magnet House, Kingsway, London, W.C.2

Digitized by Google

bracken, which was harmful to both sheep and arable farm land, was to be destroyed.

In an interesting open discussion strong feeling was expressed that the Organization should continue to be a voluntary body so that the members were able to take an active part in the formation and policy, but that the Government should be kept informed of its activities. On the question whether the girls should undertake the domestic work in the boys' camps opinion was divided, some feeling that this would give the girls an opportunity of gaining valuable experience in future home-making, others that girls already did sufficient domestic work at home. It was pointed out that, as domestic work at camp was done in quite a different atmosphere, even those who did their share at home would be willing to undertake more at camp. Varied opinions were expressed about raising the age limit and it was finally decided that volunteers should be allowed to remain members after they have reached the age of 20 provided they had attended at least two camps and achieved a high standard. It was felt that some of these keen experienced volunteers could, with training, become useful members of the staff, and that others if admitted in limited numbers only could also give valuable practical help.

The meeting finished on a discussion on the resolution that this Organization would welcome co-operation and association with other youth organizations. This the volunteers thought good, provided it did not mean any loss of identity on the part of Y.S.V.

The Conference was followed by a public meeting in the afternoon addressed by Professor Arthur Newell. About four hundred delegates, volunteers, friends, and adults were present. An interesting feature of this meeting was an exhibition, arranged to illustrate the worth and growth of the Organization.

THE increasing scope of physical education and the interest of teachers in developing a yet wider range of activities was fully illustrated by the comprehensive Easter Refresher Course held by *The Ling Physical Education Association* at Hammersmith from April 5–11.

Talks on " Experiments and Developments in Physical Education ", " The Right Approach to Health Education ", " Physical Education in Secondary Schools ", " Suitable Games for Secondary Schools ", " Swimming in Rural Areas ", " The Relation of Physical Education to Education as a Whole", were supplemented by demonstrations of swimming, Austrian gymnastics, elementary school agility apparatus work, modern dance by girls from a central school, basket-ball and " Petsagar ", a form of agility gymnastics designed by Captain Stanley Wilson, while practical classes for teachers themselves included almost every form of physical activity, games, gymnastics, swimming, national dancing, American square dancing, Scottish dancing, modern dance.

Nor were the subjects at the course physical activities only. Miss E. M. Steel, of the Moral Welfare Council, dealt adequately with the " Problems of Adolescence " leading up to the common-sense point of view of " Health Education including Sex Education in Clubs and Schools " propounded by Dr. D. Mace, who stressed the need for teaching at an early stage as a preventive to the creation of insoluble problems just before and after marriage. Miss M. Pollard, talking on " Club Work ", said that a veneer of maturity among sixteen-year-olds was artificial only. Youth Service was going through a difficult time, born at a difficult time, struggling with public opinion. Every club should be a democracy and provide the necessary social life to prepare individuals for the community.

Miss Ninette de Valois lectured on " Dance Composition " and defined the difference between the expert dancer and the choreographer whose creative powers placed him on the level of writers, poets, and artists, and emphasized that balletic discipline ended in real freedom of movement rather than in rigidity.

" What is an Educated Teacher ? " was the poser set for Mr. S. H. Wood to elucidate. He dealt with it in a conception of education as compact of three literacies, the literacy of body, of mind and, elusive though it might be, the literacy of the spirit. The words " I come that they might have life and that they might have it more abundantly " and " It is expedient for you that I go away " should be basic principles which should be studied by teachers whose real function was to inculcate a spirit of independence and the realization of spiritual values in the boys and girls in their charge. The structure of society and the dependence of man on his fellows were important, but to describe man as the sum of his social relationships and nothing more was bad sociology and worse mathematics. As Berdyaev described a philosophy of " personalism " : " Man is a riddle, not because he is an animal, not because he is a social being, not as a part of nature and society. It is as person that he is a riddle. . . . Each one of us is an unrepeatable experiment ". The duty of the teacher was to turn out boys and girls not to fit society as a glove fits the hand, but as persons who are spiritually free.

Professor Arthur Newell dealt with the conception of world citizenship in a moving address on " Britain and America—Partners in a World Task ", in which he stressed the growth of friendship and partnership between the two countries which originally had evinced a mutual distrust of each other.

BRONWEN LLOYD-WILLIAMS.

TOPICS AND EVENTS

The Minister's Message to Teachers.—" During the war the Government have consistently believed that the educational services should be fully maintained for children and young people below military age. We have, in fact, never lost sight of the needs of the growing generation, for whose sake, ultimately, this war has been fought. Though we still have a big part to play with our American Allies in bringing the war in the Far East to a final conclusion, the end of hostilities in Europe marks a stage on the road to ultimate victory at which I can send a message of thanks to the teachers whose loyalty, devotion, and enterprise have kept our schools alive and growing during these years of crisis. The country, and in particular those of us who are parents, owe much to the teaching profession.

" The profession's record during the last six years is a notable one. Besides carrying out their obligations as citizens in the Home Guard and Civil Defence and

(*Continued on page* 310)

Digitized by Google

Radio Education to be "laid on" like water or gas?

AT present only one-third of the schools in England are able to make use of the B.B.C. broadcasts.

But if the plans of radio engineers for post-war development are realized, all this will be changed. Every school will be able to use radio to bring men, women, and children of all nationalities, and representatives of all trades, professions and arts, into the schoolroom.

Many schools in Britain are already connected by Rediffusion to the B.B.C. studios. They receive their broadcasts through special lines, which first pass through the Rediffusion control room, where any imperfections are removed, and are then relayed by wire to the school itself. There, a simple two-way switch and carefully placed loud-speakers complete the equipment.

The advantages of the system are readily apparent. Many of the broadcasts aim at taking the children through time and space on the magic carpet of radio, and give a greater reality to hundreds of subjects than any text-book can hope to do.

True-to-life reproduction

The whole success of the broadcast depends on the feeling of reality produced in the students' minds. Once this reality is lost, most of the advantages have gone and there can be no quicker way of losing it than through bad reception. Unless the reproduction in the classroom is equal to the production in the studio, most of the effort has been wasted.

The only way of making certain that no distortion or electrical interference will mar the programme is to be connected direct to the studio by private wire. Rediffusion engineers have had many years experience in the correct placing and tone of their loud-speakers, and once they are installed, the school is certain of trouble-free and precise reproduction of the studio performance.

REDIFFUSION

BROADCAST RELAY SERVICES LTD.

VICTORIA STATION HOUSE, VICTORIA ST., LONDON, S.W.1

operates in the following areas

BANGOR (CO. DOWN), BARGOED, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

in other ways, teachers have cheerfully undertaken the many special responsibilities which have fallen to them in war-time in connexion with evacuation, nursery education, the Youth Service, pre-Service training, vocational training for the Forces, and the multitudinous activities connected with the welfare of the children in their charge and with the war effort. Many teachers living in danger areas have had a special burden of responsibility during periods when enemy air attacks might occur at any time of the day. Against this background educational standards have in general been well maintained, and teachers have often managed to exploit war-time emergencies and even deficiencies to educational advantage.

"For their part in maintaining the educational service I send my warmest thanks and appreciation to every teacher in the country. But I would add a special word for those retired teachers, many of them married women with family responsibilities of their own, who have returned to teaching and others who have remained in the schools beyond the age at which they would otherwise have retired. We cannot be too grateful for their services, since without them we should have been lost indeed.

"Unfortunately our man-power problems are not over. Although we hope it will not be long before we can welcome back to the schools those teachers whose war service has been with the Forces, we shall continue for some time to come to need urgently every available teacher both to meet the deficiency of war-time training for men and to help us to achieve some of our most pressing reforms. I therefore appeal to those teachers who can do so to remain in the schools. I know that they will respond even at some personal sacrifice.

"Looking to the future we see a prospect which, though much hard work and planning lie ahead, should give us all encouragement. We stand at a point of history at which educational progress is universally recognized as a necessary and urgent part of the social reforms on which is based the country's vision of its own future. No section of the community has a more responsible or inspiring part to play in the coming years than the teaching profession."

The Secretary of State for Scotland has also issued a message of thanks to Scottish teachers.

A New Training College.—Mr. Butler opened on May 15 Wall Hall, near Watford, the first of the new colleges to be set up under the emergency training scheme. The number of applications had reached 8,000, and the Ministry were not yet dealing with the large number of recruits expected from the Forces. Wall Hall, formerly owned by Mr. J. Pierpont Morgan, is now the property of the Hertfordshire County Council. It is proposed to use it later as a residential centre for adult education. Addressing the students of Wall Hall, mainly women from civil defence and industry, Mr. Butler said, "You are not going into a Garden of Eden, but into a very difficult world. I want you to determine to make the Education Act work. Join a militant crusade to ensure the future greatness of this country through education. You have a wealth and variety of opportunity such as is offered in no other profession, and before you a life of nobility, courage, and, above all, adventure."

Special Training Scheme for Teachers of Domestic Subjects.—Details of a special emergency training scheme for teachers of domestic subjects have been announced by the Ministry of Education. No provision for the training of these teachers was made in the emergency training scheme for teachers previously announced. Selected candidates will take a year's course at an Emergency Training College, and, if recommended by the College authorities, will take a further course of two terms at a College of Domestic Science followed by a month on supervised practice in the teaching of domestic subjects. No tuition fee will be charged and students will be eligible for maintenance allowances sufficient to enable them to take the full course. The Ministry consider that students who complete the course satisfactorily will be particularly suitable for employment in modern secondary schools. The scale of salary for qualified teachers will be £270 by increments of £12 a year to a maximum of £420.

These facilities will be available to women released from H.M. Forces on medical grounds or on demobilization, and to civilians in national service. They must have a good knowledge of domestic subjects obtained either by suitable employment or by previous education or training. Candidates should normally be between the ages of 21 and 35; applicants under 21 may be recommended to take longer courses and women over 35 may be expected to produce evidence of exceptional ability. Applications cannot be considered now from women still in the Forces, but others should apply now to the Ministry of Education, 23 Belgrave Square, S.W. 1, marking the envelope RE (Training).

Workers' Educational Association.—"Adult Education is vital to the welfare of the nation, and the Workers' Educational Association is vital to adult education." This is the opening sentence of an appeal which the W.E.A. has launched for a fund of £100,000 to be applied to three main purposes: (1) acquisition of headquarters in London to be known as Temple House, in commemoration of Archbishop William Temple, the first President of the Association; (2) enlargement of staff and improvement of organization; (3) establishment of adult education centres. We commend this appeal to our readers as one fully worthy of their support. Contributions should be sent to the Hon. Treasurer of the W.E.A. Endowment Fund, Dr. J. J. Mallon, 38a St. George's Drive, London, S.W. 1.

The annual report of the W.E.A. states that all previous records have been surpassed in numbers of students, classes, branches, and individual membership. Pioneer work has been developed among war workers, civil defence, industry, and the Services. There were 4,418 grant-aided classes, and the students numbered 80,730, an increase of one-third on the pre-war total. Nine summer schools were organized for 1,185 students. The membership of the Association increased by nearly 4,000, to 35,801. International contacts have become an increasingly important figure, and during the year the General Secretary, Mr. Ernest Green, and two colleagues completed a very successful tour in the United States.

Imperial Institute.—In the annual report for 1944, Sir Harry Lindsay refers to the large number of visitors, including Colonial and Allied troops, mining engineers, economists, geologists, and overseas officials who came to the exhibition galleries. Many were anxious to know more about Burma, and others wished to see the exhibits of their respective countries. The Government of Udaipur has provided funds for the instalment of a Court of its own,

(Continued on page 312)

Digitized by Google

The
Big Name
in Lighting

MAZDA

LAMPS

The British Thomson-Houston Co., Ltd.

Crown House, Aldwych, London, W.C.2

4051

Digitized by Google

which will take its place alongside those of other Indian States. There is a big increase in the number of films now held in the Central Film Library, from which the distribution is made to educational and social institutions throughout Britain. In the Empire Lantern Slides Library there are now 1,079 sets illustrating the Oversea Empire, and in the past year about 66,000 copies of slides were circulated to schools, village halls, army camps, and youth organizations. A year ago a plan was started to encourage correspondence between students in schools within the British Empire in order to foster a closer and more direct personal exchange of views on " the art of living " between the United Kingdom and Oversea Empire countries. The names of nearly 3,000 students have been received from twenty-one Dominions and Colonies. Extensive work has been done by the Scientific Departments dealing with plant and animal products and mineral resources, and experimental cultivation in Britain of dandelions grown from seeds sent by the U.S.S.R. have yielded rubber " nearly as good as plantation rubber ". The report is published gratis (postage 2d.).

Rewley House Papers.—The March issue contains the report of the Delegacy for Extra-Mural Studies for the year ending September 30, 1944. The year has been one of increased activity in all departments. There has been a revival of the field of Extension Lectures after the interruptions of the earlier years of the war ; the number of Tutorial and Allied Classes is the largest yet achieved. Thirty-seven extension courses were held at twenty-seven centres, an increase of nine courses and three centres over the figures for 1942–1943. A vacation course for foreign students held at Somerville College attracted seventy-eight students from many different countries. In the tutorial and other classes there were 2,312 students as compared with 1,915 in 1942–1943. The issue also contains tributes to William Temple and Hudson Shaw, and a description of Brantwood, recently presented to the University by Mr. J. Howard Whitehouse.

Women's Institutes.—The National Federation of Women's Institutes is deeply concerned with the imminent return to country villages of thousands of young women from the Forces and from factories, and with the problem of making village life attractive to the younger generation. They have arranged a one-day conference on June 6 at the School of Hygiene and Tropical Medicine, London, on adult education in the counties, at which the Minister of Education will speak, and a summer school during the week July 9–16 at Somerville College, Oxford, on " The Future of the Village ". At this conference Sir Stephen Tallents will speak on " Planning of the Countryside ", Sir Arthur Hobhouse on " Local Government ", Miss Mary Field on " Films ", and Mr. Philip James, Art Director of C.E.M.A., on "Arts in Village Life ".

"Towards a Better Future."—This is the title of a portable exhibition arranged by the United Nations Information Organization. Thirteen wall panels, under subject headings illustrated by photographs and coloured motifs, portray the co-operation which has developed between the United Nations during this war and the joint machinery which has been set up to organize this co-operation. The exhibition attempts to show that the co-operation which has been so successful in war can be equally successful for tackling the problems of peace. It has been designed to meet the requirements of education officers, school teachers, adult education lecturers, &c. A booklet of background notes, compiled from official sources, has been prepared to accompany each set of the exhibition. The sets are now available for loan to responsible authorities in the British Isles. Application should be made to the Exhibition Section, U.N.I.O., 38 Russell Square, London, W.C. 1.

"Children's Charter."—" Children's Charter " is the first film to explain an Act of Parliament—the Education Act, 1944. It illustrates some of the types of secondary education which will be made available free for all children under this Act, and makes some reference also to the County Colleges which are to be established for young people. The film was made for the Ministry of Information by the Crown Film Unit and will be shown on all M.O.I. mobile film units for four months as from May 1. It is estimated that in this way the film will be seen by nearly 2,000,000 people. In addition, local educational authorities or voluntary and professional organizations will be able to arrange for special showings by applying to the M.O.I. Regional Offices. Those organizations with their own 16 mm. sound projectors can borrow the film from the Central Film Library.

British Scholars Visit France.—A mission of three scholars in the humane subjects from British Universities and learned Societies, invited by the French Government through the British Council, has gone to Paris to re-establish contacts with similar organizations in France. The members are Sir John Clapham, President of the British Academy, formerly Professor of Economic History at Cambridge and Chairman of the British Council Advisory Committee on the Humanities ; Dr. C. M. Bowra, Warden of Wadham College, Oxford, and ex-President of the Classical Association ; and Professor V. H. Galbraith, Professor of History in the University of London and Director of the Institute of Historical Research. They are meeting representatives of the French Ministry of Education, the French Academy, the Sorbonne, and others, and will give a number of lectures during their stay.

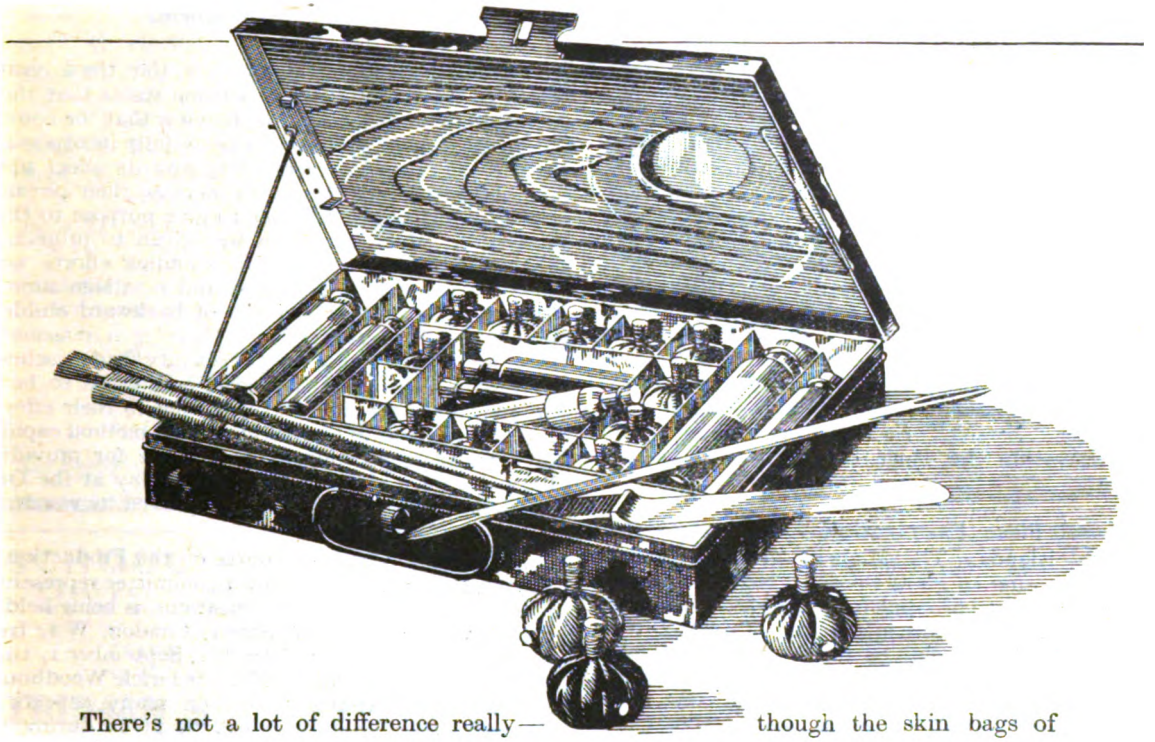
The National Book League.—The National Book League announces that it has taken a fifty-year lease of No. 7 Albemarle Street, W. 1—a large and beautiful Queen Anne house which will become the Headquarters of the League. The rapid expansion of the membership of the National Book League, the formation of branches in different parts of the country, and the development of its information services to the public and to many Government Departments, have caused the League to outgrow its present offices in Henrietta Street, Covent Garden. At the new premises the National Book League intends to establish a lecture hall, where weekly talks will be given by well-known men of letters, a large exhibition hall where constantly changing book exhibitions will be shown throughout the year, an extensive bibliographical library, and reading and writing rooms for the use of members of the League. It is hoped eventually to open a small restaurant in the building.

The National Book League also reports that the United States Ambassador, Mr. Winant, Sir Richard Livingstone, and Dr. Ralph Vaughan Williams have

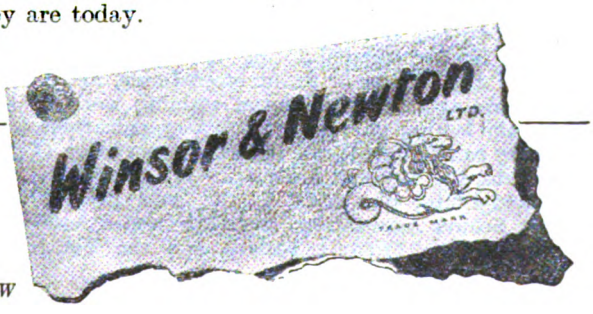
(Continued on page 314)

Digitized by Google

... a Winsor & Newton colour box of a century ago



There's not a lot of difference really— though the skin bags of colour look quaint and perhaps rather inconvenient compared with the Winsor & Newton tubes of today. To prove that time has little or no effect on our colours, we tested recently some made over a century ago — and found them to be as good in texture, in colour and in brilliance as when they were first mixed. This isn't so surprising for Winsor & Newton artists' colours and materials in those far off days were considered the best that money could buy — as they are today.



Winsor & Newton Ltd. Wealdstone, Harrow, Middlesex
Winsor & Newton Inc. 31 Union Square West, New York 3
Winsor & Newton (Pty) Ltd. 605 Wingello House, Sydney, N.S.W

Digitized by Google

become Vice-Presidents of the League. The President of the League is the Poet Laureate, Mr. John Masefield, and other Vice-Presidents include Dr. G. M. Trevelyan, Mr. Walter de la Mare, Dr. Albert Mansbridge, Sir Charles Grant Robertson, Dame Sybil Thorndike, Mr. H. G. Wells, and M. Georges Duhamel, the Secretary of the Academie Française.

National Council of Social Service. — The Annual Report notes the changing character of voluntary service during the war, and calls attention to the deepening of understanding between the great agencies of the State and the voluntary organizations. Prominence is given to the growing machinery of consultation among the voluntary organizations, a development for which the Council is particularly suited. The report shows how much importance the Council attaches to careful and impartial study of social problems as a basis for practical social action. The need for more effective publications on social affairs is stressed. The revival of interest in Community Centres which is marked by the Ministry of Education's recent report on this subject is noted with approval. A thoughtful and constructive statement on the future purpose and organization of the Council argues that its primary purposes are in relating and promoting good understanding between different interests in social affairs and in developing a healthy partnership between the State and voluntary effort. There is a great need for a national focus for voluntary work, which would serve as a general information centre, providing facilities which, while beyond the resources of a single organization, might be well within the range of a single co-operative venture.

Special Place Examination for Evacuees from Channel Islands.—The Ministry of Education are again proposing to grant Special Places for children who have been evacuated from Guernsey, Alderney, and Sark, and are living in any part of Great Britain. The Special Places will be taken up in September, 1945, at the following evacuated Guernsey Schools: Boys' Intermediate School, now in Oldham; Girls' Intermediate School, now in Rochdale; Queen Elizabeth College for Boys, now at Whitehall, near Buxton; Guernsey Ladies' College, now joined with Hewell's School, Denbigh. Forms of application for admission, together with full particulars of the awards, should be obtained from the Director of Education, Education Office, Townhead, Rochdale, Lancashire, and returned to him by June 4, 1945.

King George's Jubilee Trust Grants. — King George's Jubilee Trust is this year making grants amounting to £50,000. Through recent benefactions the Trust has at command this year considerably more than the income of its invested funds, and is specially aiding development and training work to increase the lasting efficiency of youth organizations. Grants are being made to the National Association of Boys' Clubs, the National Association of Girls' Clubs, and Mixed Clubs, the Y.M.C.A., the Boys' Brigade, the Boy Scouts Association, the Girl Guides Association, the Girls Friendly Society, and the Youth Hostels Association.

Bibliography on Speech.—Copies of a new book list, "Speech", specially compiled for the National Book League, may be had from the Speech Fellowship, 9 Fitzroy Square, London, W. 1, for 7d. each, including postage.

Somerset.—The Education Committee, after considering the report of an interview with representatives of the East and West Somerset Branches of the Incorporated Association of Assistant Masters, agreed that the County Councils Association be informed that it is felt that the additions to the minimum and maximum of the scale for graduate assistant teachers should be not less than double those contemplated, and that they should not be merged in any allowances of the type defined in Section 5 of the Burnham Secondary Report of 1938; and that it is also considered that such increased recognition of graduate qualifications is of some importance in providing improved remuneration for the head teachers of smaller secondary schools who, under the present proposals, would derive little benefit.

Hertfordshire.—A report on the third year's work of the County Badge Scheme states that there is abundant justification for the view that the county badge method of training can be usefully incorporated in the senior-school curriculum, and its effect upon the children is not merely to increase their physical stamina and agility but also to give purpose to their activities. Much attention was given to projects—191 were passed. Among outstanding efforts were the making of a 14 ft. canoe and a village survey. The project work of a group of backward children was especially noteworthy. There is a reasonable case for an assurance to the county badge schools that the experimental period is considered to be at an end, and that the scheme, owing to their efforts, has proved itself to be an educational method capable of a wider application. The scheme for providing bursaries for a month's training holiday at the Outward Bound Sea School has also proved its worth.

Amateur Opera.—A Course on the Production of Amateur Opera, arranged by a committee representative of voluntary music organizations, is being held at the Polytechnic, Regent Street, London, W.1, from Tuesday, August 28, to Saturday, September 1, 1945, under the directorship of Mr. Frederick Woodhouse. Lectures and demonstrations on many aspects of amateur opera production will be given during the Course, with special sessions on the performance of opera in schools. The entry fee is £1 10s. and applications for enrolment should be sent before June 11 to the Secretary, Miss N. Newton, 26 Bedford Square, London, W.C. 1, from whom copies of the syllabus may be obtained on application.

"Air Age" Map of the World.—We have received from the British Overseas Airways Corporation a copy of a new type of world map drawn on the azimuthal equidistant projection and centred on London. Straight lines on this map drawn from London to any other point on the earth's surface show accurately the distance separating them, thus differing from maps drawn on the Mercator projection, on which distortion increases considerably as the distance from the Equator increases. Maps drawn on the Mercator projection are used for both sea and air navigation, but, whereas ships are forced to follow routes which often involve long detours round large land masses, the aeroplane can take the shortest route between two points, which is a straight line over the earth's surface. A new type of map is therefore now necessary which will show the shortest distance between places on the earth's surface. The straight lines on the B.O.A.C. map indicate Great

(*Continued on page 316*)

Digitized by Google

VERY MANY SCHOOLS

are now using a more realistic and practical approach to Physics. Do you know this course? It is popular and its popularity is rapidly increasing.

THE NEW PRACTICAL PHYSICS

By F. Anniss, B.Sc. (Lond.)

Book I	LIQUIDS	Price 3s.
Book II	GASES	,, 3s.
Book III	TIME and Introduction to Light, Electricity and Magnetism, and Mechanics	,, 3s. 6d.
Book IV	HEAT, Light and Sound	,, 4s.
Book V	ELECTRICITY and Magnetism	,, 4s.
Book VI	MECHANICS (in preparation)	,, 4s.

(Detailed prospectus on application. Science Masters may borrow any of the volumes for examination.)

GREGG

PUBLISHING CO. LTD.

Gregg House, Russell Sq., London W.C.1

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES : SCHOOL SECRETARIES
LADY MATRONS : HOUSEKEEPERS : LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT

Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 ● *Telephone No.:* REGent 2803

CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W. 1

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C. 1

FOYLES

FOR BOOKS

Large Stocks of Educational Books

119-125 CHARING CROSS RD., LONDON, W.C.2

Telephone: GERrard 5660 (16 lines) Open 9–6 Including Saturday

He wants to see

for himself

Pictures not only satisfy lively curiosity where objects are concerned but, by translating abstract ideas into images, they simplify many a teaching problem. A series of educational films dealing with 'discussion subjects' in a graphic manner has been created for the Gas Industry by some of our greatest documentary producers. More than 20 titles are available free to approved borrowers. Ask your local Gas Undertaking for details, or post this coupon.

POST COUPON FOR LATEST FILM LIST

The Secretary, British Gas Council, 1, Grosvenor Place, London, S.W.1. Please send, without obligation, details of your educational films including recent productions, and booking form.

NAME.....

ADDRESS.....

.....

(Post in unsealed 1d. stamped envelope)

F8

Digitized by Google

Circle courses, but may not necessarily be the routes to be followed by the aeroplane, as other factors apart from distance, such as weather conditions and trade, have to be considered. The new map, however, will help geography teachers to present to their pupils a conception of the world more in keeping with an air-age.

Ministry of Education Publications.—

Circulars:

No. 28 refers to the Development Plan which, under the Education Act, 1944, local education authorities are required to prepare and submit to the Minister of Education before April 1, 1946. The circular is accompanied by Form 650G which indicates the order and the various headings under which the Development Plan should be arranged and the information which should be furnished under each head. The Education Act requires every local authority to estimate the immediate and prospective needs of its area as regards primary and secondary education, including arrangements for pupils under 5 years of age, and for those who require special educational treatment. The review is intended to include projects the execution of which will be spread over a considerable period. H.M. Inspectors will be glad to consult with and to assist authorities in the preparation of the Development Plan.

No. 40 accompanies a memorandum issued by the Ministry of Education and Ministry of Labour and National Service setting out the arrangements for reservation of women-students entering full-time courses of further education or training in the autumn of 1945. Women who wish to train for the teaching profession or youth service by undertaking approved courses may do so without restriction as to age and may, if engaged in national service, be released for the purpose if they are not immediately required for work essential to the war effort.

No. 41 accompanies a copy of the Draft Handicapped Pupils and Medical Services Regulations which will take the place of the existing Special Services Regulations, Grant Regulations No. 19. Special educational treatment for handicapped children, including arrangements for boarding out with foster-parents, and the school medical and dental services, are among the subjects dealt with in the new Regulations. All blind, deaf, epileptic, physically handicapped, and aphasic children will normally be educated in special schools. Blind, deaf, and epileptic children must be educated in boarding schools. Partially handicapped children may be educated in ordinary schools if suitable special educational treatment can be provided. Otherwise they too will go to special schools. Two new categories of handicapped children are now included—maladjusted children and those suffering from speech defects. Local authorities are now given the power to maintain children at special schools up to the age of 19, instead of 16 as previously. The Regulations deal also with the School Medical Service. For the first time authorities are required to appoint a senior dental officer to be responsible for the organization, development, and technical efficiency of the school Dental Service. Provision is also made for encouraging the use of the School Medical Services for research in the problems of child health. Another new requirement is that all school nurses appointed in future must be qualified as health visitors.

No. 43 accompanies Circular 68/45 of the Ministry of Health describing the plans which have been prepared for the return to their homes of persons, including unaccompanied school children, whose homes are in the Metropolitan Evacuating Area, and offers suggestions to local authorities for obtaining the release of requisitioned school premises.

No. 44 comprises a message of thanks from the Minister of Education to all local education authorities and their officers for their magnificent achievements during the last six years. "If our system of local government needed any justification, surely these years have provided it. They have certainly proved and tested to the utmost that partnership in educational administration between the central and local authorities which began in the early years of this century and which with certain modifications in the light of experience will remain the basis of our future system of education under the new Act."

No. 45 accompanies Ministry of Health Circular 82/45 confirming to all local authorities the telegram in the terms "Operate London Return Plans" which was the signal for authorities to begin to operate the scheme for the return of evacuees.

Administrative Memoranda:

No. 45 asks local education authorities to inform the Minister of Education of the number of Organizers of Special Subjects (*e.g.* Music, Drama, Physical Training, Domestic Science, &c.) who are employed either by the authority, or by other organizations with the aid of grants from the authority, and whose services are available to young people in the Youth Service and to adults.

No. 46 describes the emergency training scheme for teachers of domestic subjects referred to in the note above.

No. 47 refers to the help which members of youth organizations, students, and older school children can give in writing up the new ration books.

No. 49 refers to arrangements which have been made to enable certain schools and similar establishments to preserve fruit grown by them, given to them, or picked wild by their pupils.

No. 50 refers to special war-time courses in technical colleges. Officers of the Ministry of Labour acting in conjunction with H.M. Inspectors will advise authorities locally as to the courses to be discontinued. Special courses that have been arranged to meet the needs of the Service Departments and the Ministry of Fuel and Power will continue for the present, though on a diminishing scale.

No. 51 accompanies a copy of Rules 114 showing the arrangements and conditions for the award of national certificates in applied physics to students in technical colleges and schools which have been agreed upon by the Ministry in conjunction with the Institute of Physics.

No. 53 draws attention to the changes in the law and procedure due to the school attendance provisions of the Education Act, 1944, and the Regulations for the Registration of Pupils at Schools.

No. 54 refers to the need for strict economy by schools in the use of fuel.

No. 55 draws attention to the publication of *The Nation's Schools* with which we hope to deal in our next number.

No. 56 refers to the M.O.I. Film entitled "Children's Charter", a note on which appears above.

The Schools in War-time, Memorandum No. 40, gives a short list of new books on China, supplementing the list given in *Memorandum No. 39* issued in May, 1944.

Digitized by Google

Eccentrics

George Dyer, that odd scrap of scholarly eccentricity, used to accept with expressions of gratitude presentation copies of the works of his more famous literary acquaintances—but they lay untouched in a bookcase. Charles Lamb, with characteristic whimsy, gave a copy of his own works to Dyer for courtesy's sake, then quietly abstracted it from the dusty shelf and gave it to another friend. Dyer never noticed his loss.

It would be pleasant to be able to sustain a claim that Dyer would have paid more attention to *The Listener* had it been published in his day. Alas! To be quite candid, the evidence is to the contrary; he was interested only in the ancient classics.

There may be men to-day who ignore those broadcast talks which are printed in *The Listener*. They run the risk of becoming so detached from contemporary thought as to be in danger of becoming even odder eccentrics than George Dyer.

The Listener

Every Thursday 3d.

A *BBC* PUBLICATION

HIRSCHFELD'S PUBLICATIONS

A MODERN FRENCH COURSE FOR BEGINNERS. Third Edition. Revised
By A. C. CLARK, M.A., Officier de l'Instruction Publique, Head of the School of Modern Languages, The Polytechnic, Regent Street, W. 1. Crown 8vo. 157 pp. Illus. Cloth. Price 2/9 (postage 4d.).

A MODERN FRENCH COURSE, Part II
Crown 8vo. ix + 182 pp. Cloth. Price 3/- (postage 4d.).

A MODERN FRENCH READER FOR BEGINNERS
By A. C. CLARK, M.A., &c. Crown 8vo. viii + 116 pp. Illus. Price 1/9 (postage 4d.).

A MODERN GERMAN COURSE, Part I. Third Edition
By A. C. CLARK, M.A., &c., and W. O. WILLIAMS, B.A. (Hons.). The Polytechnic Secondary School. Crown 8vo. viii + 154 pp. Illus. Cloth. Price 2/9 (postage 4d.).

A MODERN GERMAN COURSE, Part II. Second Edition
Crown 8vo. viii + 155 pp. Illus. Cloth. Price 3/- (postage 4d.).

A MODERN SPANISH COURSE, Part I
By A. C. CLARK, M.A., &c., and W. O. WILLIAMS, B.A. (Hons.). Crown 8vo. xiv + 184 pp. Illus. Cloth. Price 2/9 (postage 4d.).

A MODERN SPANISH COURSE, Part II
Crown 8vo. viii + 156 pp. Illus. Cloth. Price 3/- (postage 4d.).

A MODERN SPANISH READER FOR BEGINNERS
By A. C. CLARK, M.A., &c., and J. V. GORNER, M.A., School of Modern Languages, The Polytechnic. Crown 8vo. viii + 111 pp. Illus. Price 2/- (postage 4d.).

Hossfeld's New Practical Method for Learning the

FRENCH LANGUAGE
By A. P. HUGUENET. Crown 8vo. 510 pp. Cloth. Price 5/- (postage 6d.).

GERMAN LANGUAGE
By C. BRENKMANN. Crown 8vo. 474 pp. Cloth. Price 5/- (postage 6d.).

ITALIAN LANGUAGE
By A. ROTA. Crown 8vo. 464 pp. Cloth. Price 5/- (postage 6d.).

SPANISH LANGUAGE
By T. E. GURRIN. Crown 8vo. 448 pp. Cloth. Price 5/- (postage 6d.).

PORTUGUESE LANGUAGE
By F. THOMAS. Crown 8vo. 372 pp. Cloth. Price 5/- (postage 6d.).

DUTCH LANGUAGE
By J. M. SCHNITZLER. Crown 8vo. 481 pp. Cloth. Price 5/- (postage 6d.).

A SCHOOL CERTIFICATE REVISION COURSE OF EXERCISES IN GERMAN
By OLIVER A. BECKERLEGGE, M.A., Dip.Ed., Ph.D. Crown 8vo. 64 pp. Wrappers. Price 1/3 (postage 2d.)

A NEW BOOK OF GERMAN SONGS WITH MUSIC
Selected by OLIVER A. BECKERLEGGE, M.A., Dip. Ed., Ph.D. Crown 8vo. 64 pp. Wrappers. Price 1/- (postage 2d.).

AIDE-MÉMOIRE FOR EXAMINATION CANDIDATES
By F. E. DUCHÊNE, Officier d'Académie, and C. WILKS, B.A., Archbishop Holgate's Grammar School, York. Crown 8vo. Wrappers. Price 6d. (postage 2d.).

COMPLETE CATALOGUE ON RECEIPT OF 2d.

Hirschfeld Brothers, Ltd.
PUBLISHERS,
25 Bloomsbury Way, London, W.C. 1

Digitized by Google

NEW BOOKS

CONCERNING INDIA

SIR ATUL CHATTERJEE has performed a valuable service in revising and carrying down to 1943 the *Short History of India*[1] by himself and the late W. H. Moreland, which had so favourable a reception when it was first published nearly ten years ago. For some time it had been out of print and a new edition has given the surviving author the opportunity of adding six new and most useful chapters. We do not believe that there is any other book which in a single volume presents India's long and complex history in so readable a form and with such admirable balance and discrimination. Excellently printed and with ten clear maps, the book is as attractive as it is interesting. The emphasis throughout is laid on social, economic, and cultural developments; and the whole picture is presented in a form which will appeal to the general reader as well as to the specialist. The new chapters fully maintain the high standard of the original work. The first deals with India's external relations since the first world war, and points out the transformation which has taken place in her status and position, both in the councils of the Commonwealth and in the international sphere. The two next are devoted to a description of constitutional developments, first from the Reforms of 1919 to the passing of the Government of India Act of 1935, and secondly from 1935 until the events following the rejection of the Cripps' proposals in 1942. Next comes a clear exposition of the problems of Defence and Finance, followed by broad general surveys of Economic Developments and Social Progress. All those who want to get the Indian scene in proper perspective cannot do better than read this objective account by a distinguished Indian of the social and political developments of the last twenty-five years.

It is a pity that the same cannot be said of Mr. T. N. Siqueira's survey of the history and problems of Indian education.[2] One wonders that this slight book should have been reprinted, for it has little to offer to the serious student, while its inaccuracies are likely to give a number of misleading impressions to the novice. For instance, one reads in the concluding chapter that the first change needed in the educational system is to make the pupil's mother-tongue the medium of instruction. This is a change which, as stated elsewhere in the book, has already been introduced " in schools throughout India ". It was advocated by the Calcutta University Commission more than a quarter of a century ago. Again, the assertion that " ten Indians can be found to rattle off the names of the members of the British Cabinet to one that can name the Ministers of his own province " has no basis of fact. The quality of the book may indeed be judged by the statement in the preface which quotes a single book on the history of elementary education as containing " all that is worth knowing on this subject ".

Attention in India is now being concentrated as never before on future economic development. Sir Atul Chatterjee takes the story of economic progress down to the end of 1943. The ambitious plan of a group of industrialists, commonly known as the " Bombay Plan ", would, if implemented, usher in a new era for India. The aim of the plan, which has been published in this country as a Penguin Special,[3] is to provide for the rapid development of industry, agriculture, communications, education, health, and housing by an expenditure of no less than £7,500,000,000 over a period of fifteen years. Industrial output would thereby be increased fivefold, and agricultural output by 130 per cent. The national *per capita* income would be doubled. The plan is outlined in simple and clear language, and contains much useful information about present social and economic conditions. It has aroused widespread interest as well as a good deal of criticism. Part One, which was published last year, deals mainly with production; and Part Two with distribution, and the part to be assigned to the State in a planned economy. The authors express their belief that the distinction between capitalism and socialism has lost much of its significance from a practical standpoint, and that capitalism has a very important contribution to make to the economic development of their country. At the same time they are in favour of a large measure of State control. Sir Ardeshir Dalal, one of the authors of the Bombay Plan, is in charge of the new Department of Planning and Development of the Government of India, which has just published its own proposals for planned industrial development after the war.

Meanwhile the political tangle remains unresolved. Every one interested in this most intractable of problems should read Mr. Rajagopalachari's closely-reasoned booklet, *The Way Out*.[4] It is an appeal by the most able and realist of the former Congress premiers to all patriotic Indians outside prison to reconsider their attitude, concede to the Moslems the right of regional self-determination, and then call upon the British Government to implement the Cripps' proposals. Unfortunately, the high hopes which Mr. Rajagopalachari built on a Gandhi-Jinnah meeting as a prelude to a Congress-League pact have been doomed to disappointment. But Mr. Rajagopalachari is a statesman of a high order, and it is at least a good omen that clear and constructive thinkers like himself and Sir Tej Bahadur Sapru are still devoting their whole energies to promoting a settlement.

[1] **A Short History of India.** By W. H. MORELAND and A. C. CHATTERJEE. Second Edition. (21s. net. Longmans.)

[2] **The Education of India: History and Problems.** By T. N. SIQUEIRA. (5s. 6d. Oxford University Press.)

[3] **A Plan of Economic Development for India** (Parts One and Two). By Sir PURSHOTAMDAS THAKURDAS and Seven Others. (Penguin Special.) (9d. Penguin Books.)

[4] **The Way Out: a Plea for Constructive Thought on the Present Political Situation in India.** By C. RAJAGOPALACHARI. (1s. net. Oxford University Press.)

INTERNATIONAL RECONSTRUCTION

By J. EWART SMART, M.C., M.A., Ph.D., Director of Education, Acton

THE reply often given by world-planners to the demand to concentrate all efforts on winning this war is that, towards the end of the last war, the Armistice came suddenly and took everybody by surprise. Consequently, there was little or no planning, and hastily improvised schemes had to be formulated and put into operation without effective administrative safeguards. The result was that a demagogue was able at will to set aside treaties and agreements and to commence another world war. It may be true that the administrative safeguards were

Digitized by Google

either not enforceable or not enforced but, as Sir John Marriott points out in his *Federalism and the Problem of the Small State*,[1] principles somewhat similar to those of the League of Nations were advocated by Crucé in 1623, Grotius in 1625, Penn in 1694, and Sully in his *Great Design* towards the end of the seventeenth century. Principles, however, were not geared to reality.

The conception of a League has been uppermost in the minds of many who have seen and probably experienced the ravages of war, but the downfall of the League of Nations, according to Farncombe and Dana in their booklet *World Government—Shall Britain Participate?*[2], was due to two fundamental weaknesses in the League structure. "It was an association merely of Governments and lacked a unifying influence among peoples, and its member Governments retained all their sovereign powers, including the power to evade their League responsibilities, and the right to maintain separate armed forces."

Modern planners have in most cases fastened upon certain weaknesses in the structure of the League and have laid their plans accordingly mainly to ensure that defiance of any proposed world federation as in the cases of Japan, Italy, and Germany shall not be allowed repetition. Amongst those who have suggested plans for a future world federation are the Rt. Hon. L. S. Amery, M.P., Secretary of State for India and Burma,[3] and Ely Culbertson,[4] the celebrated author of many books on Contract Bridge. The former pins his faith on a world organized on the lines of collections of States administered and governed on principles based on the Statute of Westminster, a kind of loosely federated system held together by the Crown. In his *Total Peace*, Culbertson's main theme is to eliminate the Nazi, Fascist, and Japanese dictatorships; to effect total disarmament and demobilization of all existing armed forces (except for internal police); to evacuate and resettle all territories in accordance with a table which he prescribes; to restore all expropriations and loot; and to try all war criminals. He then proceeds to divide the world up into a territorial table with a quota police force which sets out the numbers of troops, planes, and capital ships to be provided by each country in order to establish this international police force. In his table of the quota police force he assigns to Great Britain and Russia the same proportions of defensive personnel, *i.e.* a quota of 15 per cent. each, while the U.S.A. has a quota of 20 per cent., Japan 2 per cent., and Germany 3 per cent. During the transitional period he proposes to set up a provisional government to make the Treaty of Peace, to bring relief to the States liberated from the Axis, to re-establish the sovereignty of the occupied States, and lastly to establish the world police force based on his proposed quota. Later, he proposes that the provisional government shall be merged into a permanent government consisting of a World Supreme Court, a World Court of Equity, World Trustees, and a World Vocational Senate. There shall also be Regional Supreme Courts on somewhat similar lines to the World Courts. This is a very ingenious and well thought-out plan and is deserving of close study by those concerned in world reorganization.

But whereas Culbertson does not expect to find world order in the triumph of any politico-economic system, Professor Laski in his *Will the Peace Last?*[5] emphasizes that the world has been plunged repeatedly into wars owing to the effects of capitalism

(*Continued on page* 320)

'Milk of Magnesia' (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

"The World Church Needs You"

FOR EDUCATION
IN INDIA AND CHINA

the Society requires immediately:

SIX GRADUATE TEACHERS
AND
FOUR TRAINED TEACHERS

to fill vacancies caused by the war.

IF YOU ARE A CHRISTIAN, A CHURCH WOMAN, AND ABLE TO GO, WILL YOU SEEK TO FIND OUT GOD'S PLAN FOR YOUR LIFE AT A TIME LIKE THIS?

Write for information to the

Church of England Zenana Missionary Society,
19/21 Conway Street, London, W. 1.

Digitized by Google

and private ownership of property sheltering under the banner of sovereignty. His remedy is pure and undiluted Socialism.

As regards the proposals discussed and to some extent already adopted by the Allies for the establishment of a general internal organization are those submitted by the Dumbarton Oaks Conference. These proposals are set out in a small pamphlet[6] issued by the Woodrow Wilson Foundation. *Charters of the Peace*,[7] beginning with the Atlantic Charter and continuing with the declarations of Moscow, Cairo, and Teheran, are very ably summarized and discussed by W. Arnold-Forster, who on examination of the Atlantic Charter claims that the whole policy adumbrated in this Charter depends on the " creation of a general international organization and a system of general security more effective than the League of Nations ".

With regard to Poland, although Arnold-Forster agrees that the Russians have a case on the grounds of population as well as strategy for their claims in Eastern Poland, yet on the question of compensation for Poland the policy proposed to be carried out, he says, would represent a major departure from the principles of the Atlantic Charter because the predominantly Germanic character of the lands proposed to be transferred is beyond dispute. He further avers that the Charter was meant "to apply to enemy countries, and such infringement would be dangerous for our future peace and for the future of the Poles as well as the Germans. The Russian-Polish question is also dealt with at length in Bernard Pares' *Russia and the Peace*,[8] in which he points out that the duel between the two countries has existed for a matter of nearly ten centuries and that the original causes of dispute are alive and active to-day.

The case for Poland is set out in a pamphlet[9] issued by " The Polish Ministry of Preparatory Work concerning the Peace Conference ", the main theme being that the rights of Poland to her Eastern territories, as well as their union with the integral whole of Poland, are based on international obligations, common history, culture, economy, and—to a considerable extent—ethnography. It used to be the saying of an old Oxford Don that history consisted of maps and dates. In his *Atlas of Post-War Problems*,[10] J. F. Horrabin has contributed largely to the understanding of the international situation. To those who like to follow the sequence of events in detail, these maps are a most invaluable contribution.

[1] **Federalism and the Problem of the Small State.** By Sir J. A. R. MARRIOTT. (5s. net. Allen & Unwin.)

[2] **World Government — Shall Britain Participate?** By A. E. FARNCOMBE and C. A. DANA. (1s. net. The British American Council for World Government Organization.)

[3] **The Framework of the Future.** By Rt. Hon. L. S. AMERY. (6s. net. Oxford University Press.)

[4] **Total Peace: What Makes Wars and How to Organize Peace.** By ELY CULBERTSON. (12s. 6d. net. Faber & Faber.)

[5] **Will the Peace Last?** By Prof. H. J. LASKI. (4d. National Peace Council.)

[6] **Proposals for the Establishment of a General International Organization as submitted by the Dumbarton Oaks Conference.** (The Woodrow Wilson Foundation, New York.)

[7] **Charters of the Peace.** By W. ARNOLD-FORSTER. (6s. net. Gollancz.)

[8] **Russia and the Peace.** By Sir BERNARD PARES. (A Penguin Special.) (9d. Penguin Books.)

[9] **The Eastern Provinces of Poland.** (Information Notes, No. 3.) (The Polish Ministry of Preparatory Work concerning the Peace Conference.)

[10] **An Atlas of Post-War Problems.** By J. F. HORRABIN. (9d. Penguin Books.)

EDUCATION AND TRAINING AT THE ROYAL AIRCRAFT ESTABLISHMENT

By Dr. A. H. STUART, lately Head of the Mathematical Department, Hackney Technical Institute

IT has been little short of a tragedy in the past that many students of science who have shown an early desire for experimental and research work, and who appear to have the necessary temperamental aptitude, should have been diverted from such a career through lack of opportunity. The loss has been quite positive so far as the student is concerned and the potential loss to the community at large cannot be estimated. This hiatus in the passage from education to industry has, in recent years, been to some extent remedied, but the opportunities which now exist for such students are not generally known. For this reason, a little brochure* issued by the Royal Aircraft Establishment and the Ministry of Aircraft Production is especially welcome. After an encouraging foreword by the Minister of Aircraft Production, the book briefly outlines the origin and development of the Royal Aircraft Establishment at Farnborough, from its origin in 1878 as a War Office Experimental Station for balloons, through the famous Royal Aircraft Factory, which developed and made the well-known S.E.5 fighter aeroplane of the 1914 war, to its change of name and function when the R.A.F. was established in 1918. To-day, Farnborough stands in the front rank of aeronautical research and enjoys equipment and the services of an expert staff second to none. The brochure under review, which is well illustrated, shows with what foresight the future is viewed. Equipment is not all; the right men, trained in the right way, must be there to use it. Hence the R.A.E. Technical College is associated with the Establishment for the training of apprentices in the highly specialized work undertaken.

There are three types of apprentices covered by the training scheme. Engineering apprentices are trained to become aeronautical research and development engineers in laboratories and design offices, and are drawn from boys who have attained matriculation standard. Craft apprentices are trained to become skilled craftsmen for service in laboratories and on experimental work. Laboratory assistants are employed in the research laboratories. They must have obtained a School Leaving Certificate with credit in science and mathematics.

The responsibility for guiding the education and training of the young engineer is vested in an Education and Training Committee, sitting under the chairmanship of the Deputy Director of Research and Experiment. Its members include the heads of technical departments who are directly interested in the training of research workers and craftsmen, and elected members of the employees, and it is assisted by the Principal of the College.

The Committee is assisted by a supervisory panel for each grade of apprentice—engineering, craft, and laboratory. These panels coordinate the education and training of each group and ensure that the apprentice is properly graded and trained to his ultimate advantage. The general aim of the courses of instruction is to inculcate the fundamentals of each subject rather than the assimilation of a mass of specific detail. Courses are, therefore, designed to cover as wide a field as possible.

Engineering apprentices are trained primarily as

* **Education and Training.** The Director, Personnel Department, Royal Aircraft Establishment, South Farnborough, Hants.

Digitized by Google

aeronautical engineers for research and development work. On the aircraft side there are the Aerodynamics, Structural and Mechanical Engineering, Power Plant and Materials Departments. There are also departments concerned with aircraft equipment covering electrical engineering, aircraft instruments, armaments, and radio. Entrance is by open competition, the examination being held annually in May. The candidates must have attained a standard of general education equivalent to matriculation. The subjects of the entrance examination are Mathematics (which is assessed as the most important subject), Science, English, and General Knowledge all to matriculation standard. The apprenticeship starts in September, and in general the candidate must be not more than 17 years of age on September 1 of the year of entry. The apprenticeship is of five years' duration. No premium is required and wages are paid. The theoretical instruction given during the training enables candidates to take the Higher National Certificates in Engineering.

The ultimate quality of research and experimental work is largely dependent on the skill of the craftsman. Much attention has therefore been given to the training of craft apprentices. Admission is by open competitive examination in Mathematics, English, and General Knowledge. Candidates should not be more than 16 years of age on September 1 in the year of entry. The apprenticeship ends when the candidate is 21. Again, no premium is required and wages are paid.

The nature of the work of the Royal Aircraft Establishment is such that highly specialized scientists—engineers and designers—are employed on research and development. They require the assistance of intelligent, knowledgeable, and capable assistants who, working in close collaboration with the specialists, are an integral part of the research organization. The demand for capable assistants offers promising careers for girls of a scientific bent and for boys whose interests lie more in pure than in applied science. In order to meet this growing demand for trained assistants in the laboratories a system of training has been devised. Young men and women of 16 and 17 years of age who hold a school certificate, with credits in, at least, mathematics and a science subject, are admitted as probationary laboratory assistants. The course of instruction is designed to permit of a period of four years' education and training which should be completed by the age of 21 years. Laboratory assistants of the necessary ability who have made good progress are permitted to attend a course of instruction in the College to prepare for the Royal Aircraft Establishment Certificate III which carries exemption from the whole of the examination for Associate Fellowship of the Royal Aeronautical Society.

Reading this brochure caused the writer to revive memories of half a century ago when he so much desired work of this nature and found available opportunities so meagre. He was driven to seek comfort in the philosophy of Cicero's *De Senectute*.

MODERN LANGUAGE TEACHING—TWO AMERICAN CLASSICS

By VERNON MALLINSON, Senior Modern Language Master, Loughborough Grammar School, now in H.M. Forces

THERE is what I can best describe as an "astringent" quality in the best modern American prose writings that I seek in vain in our English stylists, with the possible exception of

(*Continued on page 322*)

McDOUGALL

The March of History

General Editor : **G. S. Maxton, M.A., Ph.D.**

The life of the people is realistically portrayed—their social environment, their dress, their manners and customs. Illustrations and extracts from contemporary sources are employed to heighten the realism.

Book 3.	**FROM THE BEGINNINGS TO 1485** By E. H. Dance, M.A.	3/1
Book 4.	**THE MIDDLE AGES TO 1689** By F. T. Futers, B.A., and C. M. Martin, M.A. (Oxon).	3/3
Book 5.	**FROM 1689 TO 1832** By W. H. McHaffie, M.A., Hons. (Oxon).	3/6
Book 5a.	**FROM 1689 TO 1832 WITH SUPPLEMENT 1832 TO DATE** By W. H. McHaffie, M.A., Hons. (Oxon).	3/9
Book 6.	***FROM 1832 TO DATE** By A. Birnie, M.A.	3/10
Book 7.	***FROM EARLIEST TIMES TO PRESENT DAY** By G. S. Maxton, M.A., Ph.D., and E. H. Dance, M.A. *Also published in Two Parts:*	4/6
Book 7a	**FROM EARLIEST TIMES TO 1603**	2/8
Book 7b	***FROM 1603 TO PRESENT DAY**	2/8

* *These books contain special supplementary chapters on the story of The United States of America, and also on current history*

Modern Citizenship

By **Andrew Scotland, M.A., Ph.D.**

This book will commend itself to all who are interested in citizenship. Among the subjects treated are Education —Local Government—Central Government—Law and Order—Payment for Services—The Medium of Exchange —Trade and Commerce—The Empire Overseas—International Harmony. Limp Cloth, 2/2. Cloth Boards, 2/8

The Conquest Geographies

By **V. C. Spary, B.Sc., F.R.G.S., W. A. Perkins, B.A., F.R.G.S., and J. A. Thornley, B.Sc., F.R.G.S.**

These books are liberally illustrated with the most modern and appealing Photographs and are also generously supplied with effective Maps and Diagrams. Exercises appended to each chapter. Care is taken to show clearly the effect of natural and geographical factors in determining man's work and manner of life in different parts of the earth, and a prominent place is assigned to modern development in trade and industry.

Book 5.	**THE SOUTHERN LANDS**	3/4
Book 6.	**NORTH AMERICA AND ASIA**	3/8
Book 7.	**THE BRITISH ISLES AND EUROPE**	4/–
	Also published in Two Parts :	
Book 7a.	**THE BRITISH ISLES**	2/3
Book 7b.	**EUROPE**	2/3

Dual Contour Atlas

40 pages (large size, 10 by 7½ in.). Most of the Contour Maps are faced by Political Maps. The others have the political features embodied. A map showing the chief war fronts is included. With Index, Manilla Cover, 1/10
With Index, Stiff Boards, 2/–

Practical English

By **C. F. Allan, M.A., Ph.D.**

The Exercises challenge the attention of pupils who are ordinarily indifferent to the appeal of English Composition, and stimulate them to creative work.
Cloth Boards, 2/3

McDougall's Educational Co. Ltd.
80-82 GREAT JUNCTION STREET, EDINBURGH 6

Digitized by Google

Graham Greene. This thought has much preoccupied my mind in reading and re-reading two excellent works that have recently reached me from America. We wrap our own exposition of educational theory and practice in so much verbiage and pay so much lip-service to the acknowledged pundits that in veneration and awe we fail to grasp the true content and the inner meaning. Astringency is lacking. Take now Peter Hagboldt's *The Teaching of German*[1]. The book sets out in a simple and straightforward manner to justify its title. No more, no less. Proceeding carefully, developing his argument step by step, slowly, methodically, in the simplest of language—and yet stylistically—the author succeeds admirably. He pauses to pick no wayside flowers, to indulge in no private conceits nor idle speculation, no abstract theorizing nor loose, flabby thinking. He gives chapter, verse, and proof for everything he writes, painstakingly gathering together for the benefit of the future German teacher the ripe experience of many years' teaching in high school and university.

The brief historical sketch of the teaching of languages from the middle ages to the present day, with which he opens the book, is one of the most stimulating and thought-provoking chapters I have read for some time. He is sublimely impersonal and all the more telling in the effect he produces. He refuses to be either didactic or dogmatic. I am viewing this complicated business of language teaching from *all* angles, he says. I beg of you to do the same. Then judge and choose according to your individual need.

Subsequent chapters treat of the fundamental principles of language learning. Using William James' *Law of Interest* as his beacon light, Hagboldt reminds the out-and-out Direct Methodist that other fundamental secondary laws cannot with impunity be neglected. *Ordnung ist das halbe Leben.* He systematically compares and contrasts the various successful methods: Direct, Reading, Grammatical and Translation, Natural and Psychological, and sums up the situation in two striking sentences. "The manner of learning corresponds point for point to the desired result of learning. We learn to hear by hearing, to read by reading, to speak by speaking, to write by writing; *we get only what we give, we reap only what we sow.*" The italics are mine.

Professor Hagboldt is a firm believer in what he calls "practical" phonetics as a true basis, and works out a series of exercises to cover also the vexing problems of dictation. He distinguishes clearly between the active and passive phases of language learning, pays correct tribute to Word Count and Frequency Tables, gives some excellent diagrams on aural comprehension and the reading approach, and has some sensible and practical hints on the teaching of grammar, raising the subject to its proper and logical place from which out-and-out Direct Method once threatened to oust it.

His concluding chapters gave me especial pleasure. He takes up John Dewey on the social aspects of language teaching and makes a special plea for the "cultural reader", illustrative of the best in German literature and leading naturally to a proper grasp and understanding of German traits and character: *Stimmung, Gemüt, Innerlichkeit,* &c. "*Der Deutsche ist nicht, er wird.*" And again the timely warning: "the cultural influence of any class book must be checked or stimulated by the spirit of the teacher".

For "the teacher's growth must never end; if it does, the teacher is intellectually dead" and his efforts correspondingly arid. That is why I recommend unreservedly this book. A copy should be in every common-room, in every training college library, and included in the syllabus of texts to be read for the Diploma in Education.

In Professor Pei's book there is the same direct, simple, and stimulating approach to the subject.[2] Defining his terms of reference clearly, the author reminds us that, whilst literature represents the spiritual contribution to human progress made by an intellectual *élite*, linguistics introduce the popular side of that same progress, and philology, supplying the connecting link between the two, "interprets both literary and linguistic phenomena in the light of social and historical factors".

There is the same plea that Hagboldt makes for the widening of the spheres of interest of the student, a reminder that philology and linguistics are social sciences in the highest sense of the word—are even intimately connected with some of the physical sciences (note for example the effect of geography and climate on the spoken tongue: a preponderance of consonantal sounds in the cold and chilly north; an abundance of liquid vowel sound in the warmer Mediterranean clime)—and a justifiable claim that correct training in comparative linguistics must be one of the most humanizing and beneficial influences towards interpreting the evolutionary development of modern man—man and his conquest of nature in yet another form. He does not say all this in so many words, of course. It is implicit in the development of his argument throughout the book.

The most recent findings of D'Ovidio, Meyer-Lübke, Grandgent, and others, and the modifications suggested, are adequately treated in the chapters on Phonology, Morphology, Syntax, and Vocabulary. Clear exciting paradigms abound. The ancient languages and dialects of Italy, and their survival in modern forms, are clearly interpreted by simple outline maps and charts, and there are ample quotations from texts to illustrate the argument developed, and a full bibliography to encourage further study.

Essentially a book for the university student, or for the man like myself, acquiring Italian as a by-product of his linguistic training and anxious to know more of what Pei calls this "mysterious ancient tongue". The effort required will be more than fully repaid.

[1] **The Teaching of German.** By Prof. P. HAGBOLDT. (10s. 6d. Harrap.)

[2] **The Italian Language.** By Prof. M. A. PEI. (20s. net. New York: Columbia University Press; London: Oxford University Press.)

Art

1. Architecture as a Communal Art

By Sir CHARLES REILLY. (6d.)

2. Art and Everyman

By H. ADAMS. (1s.)

(Batsford Ltd., for the C.E.A.P.E.)

The purpose behind these two pamphlets is shown in the opening sentence to the introduction which Sir Giles Gilbert Scott supplies to the one on Architecture: "The establishment of a strong communal element in the arts is one of the crying needs of our time." Sir Charles Reilly shows quite simply how the great periods of Greek, Gothic, and to a lesser extent Roman, architecture were inspired by the same communal spirit, and then asks whether there is any likelihood of our achieving it again. Sir Charles thinks that any hope of this rests on two things; the discovery and development of new building materials, and "some new social need or needs of a similar

Digitized by Google

universal character". It is unnecessary to add that the author is hopeful. Although he recognizes that steel and ferro-concrete "are not so easy to play with as stone and wood", he believes that they will eventually establish their own conventions. With that there will be a general measure of agreement, but whether we can share his confidence in the invigorating influence of "the big co-operative enterprises of whole towns and the great undertakings of the State" is more open to question. Sir Charles has written a timely and persuasive essay.

In *Art and Everyman* Mr. Adams and the C.E.A.P.E. have taken up and extended the persuasive arguments of the Design and Industries Association. The pamphlet invites comparison with that written for the D.I.A. by Mr. B. J. Fletcher some twenty years ago. It is true that *Right Making* as it was called confined itself to design in everyday things whereas Mr. Adams ranges over a field wide enough to cover also Music, the Fine Arts, Drama, and Architecture. This seems to have made the argument scrappy and disjointed when compared with the clarity and economy of style shown in some of the best D.I.A. pamphlets. What is really significant is that so many thoughtful people are realizing how much we lost, firstly in the Renaissance and then in the Industrial Revolution. It follows that any such analysis of the importance of art in our daily lives as Mr. Adams has given us is very welcome.

J. H. B.

Education

The Education Act, 1944: Provisions and Possibilities—a Guide prepared for the Education Committee of the Fabian Society

By SHENA D. SIMON. (Fabian Research Series, No. 90.) (1s. Fabian Publications in conjunction with Gollancz.)

This is one of the handiest and cheapest of the many books and pamphlets that have been issued dealing with the Education Act of 1944. It does not attempt to give a detailed and exhaustive explanation of the Act, but deals with it under the following headings: (1) Introduction; (2) The Three Stages in Education; (3) Administrative Machinery; (4) Voluntary Schools; (5) Religious Instruction and the Corporate Act of Worship; (6) Position of Teachers; (7) Making the Development Plan; (8) Finance; (9) How to get the Necessary Power behind the Engine. There are five useful appendices on Central Advisory Councils, Excepted Districts, The New Standard for Buildings, Draft Regulations for Primary, Secondary, and Direct-grant Schools, Definition of Terms, New and Old. This pamphlet will be found useful by all concerned with the administration of the Act.

Mathematics

Practical Arithmetic and Mensuration

By F. CASTLE. New and Revised Edition by F. G. W. BROWN. (4s. Macmillan.)

This useful book, while preserving to a large extent the plan of the late author, has been revised and brought up to date. The principal change is in the section on Trigonometry, which has been completely rewritten. There have also been additions and amplifications in the sections on Proportion and Areas and Volumes, together with some rearrangement of the parts of commercial arithmetic. This modernization should considerably enhance the usefulness of the book.

(*Continued on page 324*)

ARNOLD
LEEDS

School Music Readers

A Complete Course in four books by
CHARLES HOOPER M.A. D.Mus. L.R.A.M.
The School Music Readers are "best-sellers" among school music courses and the series has the warm approval of the highest authorities.
Parts 1, 2, 3 and 4, **10d.** Teacher's Book, **3s.** net
Cloth-lined covers, 3d. per book extra.

Music Hour

A varied selection for all ages of modern unison and two-part songs by **C. Winn, Drs. Young, Macmahon, Dunhill, Markham Lee** and **J. R. Tobin, E. J. Stapleton, Harry Brook.**
3d. and **4d.** each

The Baritone-Bass Song Book

By CYRIL WINN

Folk Songs, National Songs, Classical Songs, Frivola, all are specially arranged for two or three parts in the bass clef. The book for boys with changing voices, for boys' clubs and youth generally. *Send for a copy for inspection* **1s.**

Samuel Pepys Music Book

By PERCY M. YOUNG M.A. D.Mus.

Sixteen compositions, known and played by Pepys and mentioned in his *Diary*, arranged for Recorder, Voice or Violin, with Pianoforte accompaniment. With each piece is given the paragraph from the *Diary* referring to it. **2s. 6d.** net

The School Recorder Book

The "Foolproof" Instruction Book
EDMUND PRIESTLEY M.Ed. B.Sc. L.R.A.M. and **F. FOWLER L.T.C.L.**
NOW IN ITS SIXTH EDITION
Parts 1 and 2, each **1s.** *Send for copy for inspection*

A.L. Recorder Music Series

has numbers by **Cyril Winn, D. Macmahon, P. M. Young, C. Hooper** and others.
2s. 6d. per packet of 24 copies
Send for our Recorder Music List

E. J. ARNOLD & SON LTD.
LEEDS 10

Digitized by Google

Teach Yourself Algebra

By P. ABBOTT. (2s. 6d. net. English Universities Press.)

Two possible meanings can be assigned to the phrase which forms the title of this volume. It may mean " Find out how to get the correct answers to algebra examples ", or it may mean " Find out the meaning of algebra as a part of mathematical knowledge ". Regarded from the first of these two standpoints the book is adequate : it covers the syllabus as usually understood and sufficient worked examples are given to enable the ordinary intelligent person to succeed in solving the rest. In regard to the second objective, the book is not so successful, despite the claims of the preface. It is, for example, very doubtful whether the student reading the book without a teacher would discern much logical consistency behind the sections on negative numbers. In the multiplication of directed numbers $(-2) \times (+3)$ is assumed to be equivalent to $3 \times (-2)$ and the value of $(-a) \times (-b)$ is then 'deduced' by saying that a negative number " operates in the opposite sense to a positive number ".

There are sound, if ordinary, sections on equations, graphs, factors, and a careful treatment of logarithms. It is doubtful whether the retention of formal theorems on ratio, labelled ' invertendo ' and so on, has much value. It is a pity that an otherwise good section on irrational numbers and surds should state, with regard to irrational numbers, " it is not possible to assign an exact position for them on the number scale ".

There are a number of ways in which typography might have been improved. In the black type used for formulae, figures and letters are liable to be confused (c.f. p. 73 Ex. 2, p. 74 Ex. 4, p. 74 Ex. 5). In the logarithmic section there are some poorly printed bar characteristics and it is a pity that the vinculum appears in expressions such as $\sqrt{2}$.

Examples in Engineering Mathematics

By S. H. GLENISTER and J. F. MIDDLETON. (3s. Harrap.)

General Mathematics

By L. TURNER. Book 2. (5s. Arnold.)

Both these books set out to cover the syllabus for first-year senior courses for the National Certificate. The first, in spite of the claim that it is " for students ", contains no explanatory matter. It consists of a sound collection of examples, the majority derived from practical data, and appears to cover the syllabus adequately. It is a pity that in a number of places poor printing and clumsy setting of mathematical notation, especially in relation to fractions, make the examples difficult to read (see three examples on p. 32). The incorrect use of the vinculum in a square-root sign is perpetuated and it is unfortunate that a fount of type is used in which the capital I cannot easily be distinguished from the figure 1.

The second book covers the syllabus more fully and contains useful explanatory matter. There are good sections on slide-rule work and logarithms, and the section on loci contains some unusual features, *e.g.* a section on cams. The book adopts a ' factual ' attitude : it places more emphasis on the stating of facts than in supporting the facts by argument of connecting them with other facts known to the student. Thus, the trigonometrical ratios of angles greater than a right-angle are introduced without any definition, and the section on vectors seems to make no distinction between the 'parallelogram' and 'triangle' methods of vector addition. There are, too, some loose statements here and there, notably that " π is a Greek symbol which has no exact value ".

Either of these books might be useful in the hands of skilled teachers, who would doubtless give clear explanations of the points where the text-books are obscure.

Modern Languages

1. Le Retour de la Sainte: Mystère en douze Tableaux et un Prologue

By L. AUPPEGARD.

2. L'Armée des Ombres

By J. KESSEL.

3. Jalons

By J. SCHLUMBERGER.

4. Histoire Sincère de la Nation Française: Essai d'une Histoire de l'Evolution du Peuple français

(1–3, 2s. 6d. net each ; 25 francs français. 4, 3s. 6d. net ; 35 francs français. Editions Penguin.)

In our January number we wrote that " all the world is crying out for our books ; they represent a spiritual and moral asset which is of incalculable value ". Later we recorded with pleasure that the British Publishers' Guild had issued, in French, five translations of books recently published in this country. We are now able to announce the publication by *Editions Penguin* of thirteen French volumes, which include such " up to the minute " books as *Le Retour de la Sainte* of Louis Auppegard and *L'Armée des Ombres* of J. Kessel, a story of the Resistance. This example of " Reverse Lend-Lease " is greatly to be commended.

Religious Knowledge

Jesus and the Kingdom : Junior Lessons on the Agreed Syllabus.

By E. H. HAYES. Vol. 2. (Teachers' Guides to Religious Education.) (Cloth Boards, 4s. net. Paper Cover, 3s. 6d. net. Religious Education Press.)

An addition to the series in which Mr. Hayes and his helpers are applying to the material found in Agreed Syllabuses the methods which long experience in graded Sunday-school work has shown to be pedagogically sound and attractive to both teachers and pupils. This volume covers lessons on the life and teaching of Jesus, the early Church and modern missionaries, while from the Old Testament are taken the outstanding stories in Genesis and in the lives of Moses and the Judges. It is unfortunate, though perhaps inevitable, that this series, while in due time providing help upon practically the whole of any modern agreed syllabus, does not coincide with the order which any particular syllabus follows. Thus a teacher may need two or three volumes in connexion with a given year's work, for if he does not follow the syllabus he will repeat what has already been done lower down the school or anticipate what is planned for higher up. Nevertheless these volumes are the work of expert, practical teachers, fortified by the criticisms and suggestions of well-known biblical scholars.

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS', 13 Victoria Street, HUDDERSFIELD

Digitized by Google

370.5
TE
OR.2
Ref.

THE JOURNAL OF EDUCATION

THE LIBRARY OF THE
AU 21 19
UNIVERSITY OF ILLINOIS

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 912 JULY 1945

Editor: R. Saleeby Davies, C.B.E., M.A.
Office: 40 Walton Crescent, Oxford. Tel.: 47947

Price 1s. 3d. By post 1s. 5d. Subscription for twelve consecutive numbers 12s. 6d. post free

CONTENTS

	PAGE
Notes and Comments	329
The Nation's Schools	333
Selection in Public and Secondary Schools. *By C. Lummis*	334
Science in Post-Primary Girls' Schools. Part I—11 to 16 Years. *By Phyllis M. Taylor*	336
Agricultural Education. *By a Correspondent*	338
The Approach to Plato's "Republic". *By S. Quan*	340
Correspondence	342
Plato's "Republic" and German Education; Fees in Direct-grant Schools; The Rights of Parents; Science in Education and Training; Health Education.	
Scotland, Wales, and Northern Ireland	346
Empire and Foreign News	350
Some Educational Experiments in New Zealand; Canada—Education the Keystone of Democracy.	
Educational Meetings	354
Personal Notes	356
Topics and Events	360
New Books	366
Some Aspects of Secondary Education; Experiment in British Education; Germany's Education and Democracy; Gardening and the Schools; Sex Education in Home and School.	

NOTES AND COMMENTS

Changes at the Ministry

IN our February number we said that Mr. Butler is entitled to the greatest credit for the Act which will always bear his name. "But, in politics, tenure of office is brief, and the Minister who institutes a measure of social reform does not always retain office long enough to give to performance the dynamic of his planning." Unhappily our fears have already been realized, and Mr. Butler has left the Ministry after a tenure of office far longer than that of his many predecessors and far more fruitful. *The Journal* has not agreed with certain aspects of Mr. Butler's policy, in particular his attitude towards the proposals for Free Secondary Education in the Majority (Interim) Report of the Fleming Committee. But we pay our unqualified tribute of respect to Mr. Butler for his patience and hard work, and sincere devotion to education, and no one will grudge to him the immortality inherent in the title "the Butler Act" which has already ensured that posterity will acclaim his great and tireless labours. We welcome Mr. Law and Mrs. Cazalet Keir to the great responsibilities now entrusted to them. We hope that when the turmoil of the General Election is over the Minister and Parliamentary Secretary, under whatever Government we may then have, will have a tenure of office as long, and as fruitful, as that of Mr. Butler and Mr. Chuter Ede in the partnership of the last four years.

The Minister Makes his Bow

MR. RICHARD LAW made his first public appearance as Minister of Education on June 8 at a meeting of the Association of Headmistresses. He said that in his years at the Foreign Office he had been concerned almost exclusively with "the shape of things to come", and it was with another aspect of the same problem with which he would be concerned at the Ministry of Education. We must show ourselves more ready than ever to accept our individual responsibilities and think less of what society owes us and more of what we owe society. Above all, we must not allow ourselves to become faint-hearted if we find that it is quicker to put an Act of Parliament on the statute book than it is to translate that Act into trained teachers and into bricks and mortar. We wish that this sobering reflection had been accompanied by a declaration that the Ministry intend to do all that is humanly possible to secure a rapid implementation of the Act. Opening a debate on a vote for the Ministry of Education in the House of Commons on June 11, Mr. Law said that the school-leaving age would be raised to 15 on April 1, 1947, unless in the meantime an Order was made advancing the date. A leaflet and a film were being prepared for the Forces setting out the duties and prospects of a teacher. A substantial number of school teachers would be released under the Class B scheme of demobilization. Real

Digitized by Google

progress was being made in recovering requisitioned educational buildings. He hoped that about the end of June an agreed report would be issued from members of the Ministry's staff and representatives of the public schools on the recommendations of the Fleming Committee. In replying to the debate, the new Parliamentary Secretary, Mrs. Cazalet Keir, said that it was hoped to meet by the end of the year all the needs of applicants for emergency training. We welcome her assurance that the Ministry are fully alive to the importance of adult education.

Where do we go from here?

IT may depend as much on the new House of Commons as upon the political heads of the Ministry whether education has adequate priority in the next few years. The attitude of members of Parliament to its work will largely decide whether the Ministry itself will assert its position as one of the great departments of State. The Board often seemed in the past to be too self-effacing, an effect doubtless of the theory of partnership with local authorities, and to have the machinery of control but not the confident enterprise of constructive leadership. The teaching profession now wants not so much the tentative guidance of circulars and leaflets: its cry is "give us the tools". Parliament and the politicians will be judged by the speed at which the inevitably extravagant provision for the contingencies of war is pruned to release resources of man-power and material for meeting in their properly considered turn the accumulated needs of the schools.

A good Beginning

A WELCOME start is the decision of the Minister of Labour to place in Class B for early demobilization men-teachers who are on the list compiled by the Ministry of Education when he was in charge there. They need be in no doubt that they are urgently needed in the schools. Despite the extra efforts of their elders and the admirable exertions of women teachers, the boys who have been leaving the senior schools show everywhere the lack of finish in every respect which they will accept only from men, and which they get only in a school where the whole staff is leavened by the forcefulness and vigour of its younger members. In the grammar schools, and perhaps especially in the modern schools, many promising developments have necessarily been suspended while their promoters have been away, and the corporate life of schools has suffered from the loss of young men without family ties, and from the extra duties of civil defence and the like which their seniors have willingly shouldered.

A great Opportunity

THEY will be received back with respect for their achievements by their colleagues and will be liable to acute hero-worship by their young charges. So they will have a great opportunity. Far more men who served in the trenches of the last war then suffered a mental frustration and an undermining of physique. They are now the generation in the schools who already had begun to wear badly and are now still further cast down by the discomforts and dreariness of this war's civilian front. Those returning from this war must go gently with them and yet not let the spirit of proud competence which they themselves bring from the Services be lost to the schools. They have been away from their job long enough to view it with new eyes. School teaching is still, despite the training departments, traditional in its ideas and assumptions, as most teachers begin while the recollection of their own schools is dominant, and they rarely escape from the school atmosphere thereafter. The schoolmaster in the Services has been taken away for a time from his mental confinement and has mixed with men of all sorts who will have been free in criticism of schools but also often constructive in suggestion, and stimulating to his sense of vocation. For in all parts of the Services there has been constant evidence of the importance which the average man attaches to education, even when his ideas of its proper content and function may be confused.

Constructive Doubt

RECENT issues of *The Journal* bear witness to the rising spirit of constructive doubt about things long taken for granted. Articles and correspondence on the subjects of the curriculum show a disposition to think dispassionately, and are firmly based on the assumption that the work of a school is to improve its pupils and not to glorify or satisfy its teachers. The articles on the professional status of teachers and democracy in schools in the numbers for February and December, 1944, described a situation that may have been familiar everywhere before the war. If there is now a change, it is perhaps due most to the psychological effect of the scarcity of teachers now following a superfluity. So long as the profession was over-supplied, teachers were moved by unconscious desire for security to urge that the subject in which each happened to be qualified or interested had special claims to be regarded as essential pabulum in the largest possible quantity for the largest possible number.

New Discoveries

DURING the war teachers have made various salutary discoveries. Subjects have been abandoned for lack of 'specialist' teachers, and time assignments severely maltreated, without any disastrous effects being noticed that could fairly be attributed to these particular interferences with long accepted sanctities. Those who themselves have been forced to do teaching outside their previous line, and to take charge of activities which had never been thought of as educational, have found a different satisfaction from tackling new problems and creating a value for the children in their new tasks, when previously in their own 'subjects' they had perhaps assumed the value was automatically inherent and inevitably assimilated. If they did, they were certainly doing little good. It should be possible soon to carry out more successfully than ever before a considered inquiry into these things when the freshened outlook of returning teachers meets the new experience of those who have kept alert and observant in their absence.

Digitized by Google

SIR PERCY HARRIS was not speaking without his book when, in a question in the House of Commons, he referred to the difficulties of parents faced with greatly increased fees in secondary schools who find there is no accommodation available in maintained secondary schools in which fees are not charged. Mr. Butler relied on the ability of local education authorities to meet public needs and gave an undertaking to sanction temporary accommodation. At some of the schools of the Girls' Public Day School Trust, the proposed increase in fees is substantial. In addition, parents will have to pay increased educational rates. During the education debate in the House of Commons, Mr. Chuter Ede spoke of a Whitgift foundation school at which it was proposed to raise the annual fee from £30 to £51, and said that to fix the fee at £51 a year would mean that a very narrow social class would send their boys to the school. The same point is made in a letter in this number. The Family Allowances Bill, which has now passed through the Commons, will provide a welcome contribution to the payment of school fees.

Fees at Direct-grant Schools

THE General Election will be a testing time for university representation. Threatened men live long. The system has survived numerous attacks, the most formidable as recently as 1931. Much will depend on the type of member returned in the present election. Petty-Officer Herbert (Oxford University) and Miss Rathbone (Combined English Universities) have rendered great service both to university representation in general and to the causes they have supported in Parliament—divorce reform and family allowances respectively. The withdrawal of Dr. A. V. Hill (Cambridge University), who was well qualified to represent scientific research, is regrettable. The surest hope of the future is that the universities will send to Parliament men and women of special knowledge and experience, especially of higher education and scientific research. That partisan politicians are not required is reflected in the number of candidates standing as "Independents". The days are long past when distinguished university members such as Gladstone and Peel were rejected on account of changes in their political views.

University Representation

"IT is not without a sense of satisfaction", record the Minutes of the Middlesex County Council of March 22, 1945, "that whilst the recommendations of the Fleming Committee were not published until July, 1944, consultations and negotiations have been in progress since 1942 between the Governors of Mill Hill School and your Committee which have resulted in a scheme of co-operation being reached independently which reflects the main recommendations of the Fleming Committee." This satisfaction will be shared by a host of others, and encourage the faint of heart to believe that where there's a will there's a way. The initiative, it may be remarked, was taken by the Governors of Mill Hill who expressed their wish to bring Mill Hill School into the national system of education. The Governors propose, as soon as the national situation allows, to bring the school back from St. Bees (where it has been evacuated) and to establish at Mill Hill a school of about 500 boys (mainly boarders) together with a junior school for pupils under 13. The Middlesex County Council will ultimately accept responsibility for a maximum of 200 boarders, the intake to be spread over a period of five years (that is forty each year). The County Council will pay the fees at the normal rate charged by the school—£50 for tuition and £110 for boarding. The parents or guardians of pupils accepted under the scheme of co-operation will be called upon to pay such cost for board and lodging as may be appropriate under the provisions of the Education Act, 1944. This presumably means that, where necessary, the County Council will meet the whole cost.

Salute to Mill Hill

THE normal age of admission will be 13, and the selection will be entrusted to a Joint Selection Committee. These provisions are very important, and, as it has been contended by many that no agreement could possibly be reached between the Governors of an Independent School and a County Council on such a point, we reproduce them in full: (*a*) The basis of selection shall be a nomination by the Head of the secondary school at which the pupil has been in attendance. No entrance examination will be held, but Heads will be asked to submit reports on the aptitude and ability of the nominees and their suitability for admission to a boarding school. (*b*) The County Education Officer and the Headmaster of Mill Hill School shall together consider all nominations received and draw up a list of approximately fifty candidates who, in their opinion, are the most suitable for admission. (*c*) This provisional list of fifty candidates shall be considered by a Joint Selection Committee consisting of the six persons who for the time being represent the Council on the Governing Body of Mill Hill School, and six members of the Governors, who shall select the forty pupils for admission to the school. (*d*) The decision of the Joint Selection Committee shall be final and shall be accepted by both the County Council and the Governors. The boys accepted for admission will be distributed among the houses in the school.

Selection of Pupils

ANOTHER point, envisaged by the prophets of gloom as fatal to hopes of agreement, has been surmounted. The County Council is to have six representatives on the Governing Body of Mill Hill School who shall be appointed by, and be members of, the Education Committee, but so that at least four shall be members of the Council. This scheme of co-operation is submitted "for approval with confidence believing it to be a real contribution towards the realization of that ideal of equality of opportunity which should be a characteristic of the post-war world. . . . The advantages afforded by the proposals now submitted for approval are that, in initiating a system of boarding accommodation, the Council have had placed at their disposal excellent buildings and ample playing-fields in a school with fine traditions, and with the willing co-operation of a Governing Body sympathetic to the ideals embodied in the Education Act and the Fleming Report,

Representation

Digitized by Google

and anxious to assist in the practical realization of those ideals". The Council pay a tribute to the Governors "for the cordial spirit shown throughout the negotiations", and it only remains for *The Journal* to congratulate both parties on their courage, vision, and initiative.

Technical Colleges

AMONG the many undertakings and achievements now being revealed which led to the successful conclusion of the war, one striking contribution was mentioned in one of Mr. Butler's last speeches as Minister of Education. Mr. Butler described the war effort of technical colleges as having added "a major and possibly even decisive contribution to the war effort", having between them trained over a quarter of a million men and women. One of the most striking examples quoted was the increase from 1940 to February, 1942, of places for training in wireless communication and Radar: in that time the figures soared from 800 to 16,000. By VE Day 82,000 men and women had been trained in engineering, 15,000 foremen and supervisors had completed courses, and 9,000 people from managers to minor executives had attended courses in production planning. Mr. Butler indicated how this experience and elasticity on the part of technical colleges might be used profitably in the training of men and women demobilized from the Forces. Obviously a vast field is open in this direction and we have no doubt that teachers in these colleges will acquit themselves as well in peace as during the war. What is so regrettable is that accommodation and equipment so often lag painfully behind teaching skill. The building of new technical colleges is not likely to head the list in the demands for priorities, but it is essential that local authorities and the Ministry should do all in their power to extend technical accommodation and facilities.

Youth Organizations

MR. BEVIN'S recent address to the Standing Conference of National Voluntary Youth Organizations opened up so many important lines for discussion on the problem of juvenile labour that it is difficult to deal fairly with it in Notes and Comments. Nothing better than this could have been said by Mr. Bevin or any other Minister of the Crown as showing the fundamental difference between the British attitude to its young people and that of any totalitarian State. Here we have a Minister of Labour armed with enormous powers during a critical struggle for the nation's very existence who yet claims that his policy has been as far as possible to give first consideration to the juvenile's future. Our experience of Juvenile Advisory Committees gives ample proof that Mr. Bevin's claim in this direction is a just one. Yet he was by no means complacent, and admitted that neither the Ministry of Labour nor the Ministry of Education had so far "done more than scratch the surface of the problem" of choice of employment for the school-leaver. Mr. Bevin dismissed the rival claims of the two Ministries to exclusive rights over juvenile guidance by reminding us that the one thing which matters is "the rights of the young person to the best guidance and protection that can be given him".

Vocational Guidance

IN emphasizing the importance of skilled guidance in the choice of employment, Mr. Bevin said, "A man's work is the background against which his inner life has to grow". This is profoundly true. Yet how many schools and educationists ignore it by their insistence on the value of their kind of education to the inner life irrespective of this background of employment, the choice of which is the most important decision one is likely to make in a life-time. Mr. Bevin would make "no sharp demarcation between the educational and industrial aspects of the problem". To this end he proposes a tripartite arrangement—Ministry of Labour, Education Departments and Local Education Authorities working centrally, but leaving the present arrangements to work locally. The importance of co-operation with industry was not overlooked: indeed, Mr. Bevin's conception of the problem was strikingly illustrated when he said, "What ought to happen is that young people should be regarded as being lent to industry by the community; and both industry and the community should see that the child's development is provided for and maintained. This means that industry, having only the temporary use of the child, should either provide progressive training for him itself or should part with him back to the educational system for such continued training as may be necessary". This is exactly the goal towards which one section, if not the whole, of the new Education Act is directed.

Money Talks

THE invaluable Yearbook published by Columbia University has now attained its twenty-first (and last) volume.* It is impossible to praise too highly the notable services to education which Professor I. L. Kandel, of Columbia University, has rendered during his editorship, and every one who has the interests of education at heart will regret that the Yearbook, by which they have informed themselves of educational progress and ideas in other nations, is now to be discontinued. This volume takes the form of a review of educational prospects in the United Kingdom, the Dominions, and several of the United Nations, and may be read as the White Papers which the respective authors would wish to draft for the years of reconstruction. The chapter on England covers the Education Act and the Fleming and Norwood Reports. The writer says of the Minority of the Fleming Committee that they admit that "money talks"; and this has proved only too true in the adoption of their report in preference to that of the Majority. The inclusion of a chapter on Italy discloses the Fascist stranglehold on the schools and universities of Italy before the liberation. "In 1930 the official text-book valid for all subjects (*Testo Unico di Stato*) was introduced in the elementary schools as a starting point for an attempt to establish the most rigid control of both teachers and pupils." May the day be long distant when a *Testo Unico* is issued to our schools!

* Post-war Educational Reconstruction in the United Nations. Edited by Prof. I. L. KANDEL. ($3.70. Bureau of Publications, Teachers College, Columbia University, New York.)

Digitized by Google

THE NATION'S SCHOOLS

THE NATION'S SCHOOLS, the first of a series of educational pamphlets to be published by the Ministry, is so pedestrian in style and so guarded in its judgments that less than justice may easily be done to its cautious good sense. But unpretentiousness and caution are preferable to the dogmatism and assumption of infallibility all too common in writers on educational issues. As the introduction recognizes, " there are no neat solutions of universal application to the problems that will arise ; there is no panacea for our educational growing pains ". The section on primary education is comparatively uncontentious. The Ministry recognize the justice of the complaint of teachers in junior schools that the reorganization of post-primary education has diverted attention from their special needs : " The juniors have too often had to make do with the accommodation available after the seniors have been dealt with." This must be so no longer. If the ideal of a common school to the age of 11 or 12 can be achieved, most of the conflict between social and educational aims which clouds judgment at the secondary stage will disappear. But those who can afford to contract out of the national system of primary education will continue to do so until its standard of accommodation and equipment has been raised to the level of the best, and above all, the size of the classes drastically reduced.

Compared with the need of raising standards in the existing types of primary school, controversy over the advantages of the combined nursery and infant school or the combined infant and junior school seems unimportant. The pamphlet wisely answers those who complain of the frequent changes which the present threefold division of primary education involves by pointing out that a period which seems short to the adult may be very long to the child, that between the ages of 2 and 8 children change and develop extremely rapidly, and that a change of environment may be a direct stimulus to development. " It can safely be said that the great progress which infant schools have made would never have been effected if they had not had a separate existence, enabling teachers to devote all their energies to studying the problems of infants' education." Limitation and definition of aim, which are praised as conditioning the success of any given type of school, seem no less necessary and desirable at the secondary stage if some of its most intractable problems are to be solved.

The Ministry's suggestions with regard to secondary education are less likely to be viewed dispassionately. Here reason may easily be swayed by emotional complexes inherited from the old distinctions between the secondary and elementary regulations—a legacy which cannot, alas, be abolished overnight by Act of Parliament. With the abolition of fees has gone any claim to social superiority which the grammar schools may have possessed, but the prejudice and hostility it engendered still remain. There is a danger, too, that mistaken views of the interests of different types of schools and of the teachers in them may lead, however unconsciously, to forgetfulness of the fact that schools and teachers exist only to serve the widely differing needs of the children. The pamphlet recognizes that at the secondary stage there is the need of a nice adjustment of course or curriculum to the abilities of the children, which by the age of 11 are already beginning to show wide differences. Differences in ability lead to differing educational needs, and it is the Ministry's intention that the three broad types of secondary school, grammar, technical, and modern, should meet them—" it is only from ' what is ' that we can proceed to ' what might be ' ".

In recognizing the extent and supreme importance of differences in ability, the Ministry will find support not only in the experience of every teacher but also in the findings of psychologists who, it might have been added, are almost equally unanimous in rejecting the fallacy, constantly recurring in one form or another, that specific aptitudes or " types of mind ", as distinct from differences in the general factor of intelligence, can be identified by teachers or by any valid tests at 11 or 12. If education is to be child-centred, it therefore follows that the selection of the appropriate type of school, or course within a school, must be based primarily on these differences in the general factor of intelligence. Such a view will naturally be unwelcome to those who claim that in each type of school must be found a mixture of all grades of talent, and that any other solution is as dangerous as it is unfair. But to whom is it unfair ? Honest thought might lead to the conclusion that it is the Ministry, and not its critics, which show a proper regard for the interests of the children, backward as well as able, in resisting demands based not on their needs but on the disastrous notion that the prestige of schools requires the sharing out of the most intelligent pupils.

The exact provision of each type of school is left undetermined ; the balance between them may need to be adjusted " as the needs of pupils, the wishes of parents and local requirements become clearer in course of time ". It is felt that there is no case for increasing the intake to grammar schools, despite their " remarkable success in establishing standards of scholarship which it is essential to retain ". With this view we should in the main agree—it is clear that courses of the grammar-school type are admirably suited to the needs of the comparatively small proportion of boys and girls of a high degree of intelligence, whose choice of vocation should be left until as late as possible, and of whom an increasing proportion should, as the Ministry suggest, remain at school until 18 and complete courses of university or comparable standard. But the arguments which the Ministry use to support the view that there is a sufficient provision of grammar-school courses are not wholly convincing. The fact that in 1938 40 per cent. of the leavers from grammar schools had not taken the school certificate examination needs to be qualified by the reminder that admission was then largely affected by the ability of parents to pay fees, and was certainly not determined, as will henceforward be the case, solely by the abilities of the children. Nor is it the education provided in the grammar schools which has diverted many of their abler pupils from seeking careers in industry. No juggling with the selection of children for different courses in secondary schools will persuade the ablest children to enter industry in the numbers it needs until industry can assure them economic security.

The provision of technical schools is rightly regarded as wholly insufficient. Their function is not to be narrowly vocational, but rather to equip pupils with a good general education that " will certainly

Digitized by Google

enable them to embrace skilled employment with interest and competence". A number of pupils should, if conditions are favourable, be encouraged to continue their full-time education up to 18, usually with a view to entering a technical college. The demarcation of the functions of grammar and technical schools is cautiously but skilfully drawn through inference rather than direct statement; the Ministry doubtless rely on definition growing clearer through practice—obviously there will in any case be a considerable overlap, and the combination of grammar and technical school seems well worth experiment.

The section dealing with the modern schools does not adequately convey the immense and adventurous task which awaits them. They will provide the secondary education of the majority of children, and their function—the discovery (for it is no less) of a curriculum suited to the needs and interests of boys and girls of no more than average intellectual gifts—will demand the highest qualities of imagination and patient experiment on the part of the teachers, and the co-operation of all engaged in educational research. The raising of the leaving age will add to the magnitude of the problem, which is most likely to be solved in schools which can give it their undivided attention. If only for this reason, we believe with the Ministry that, though there is a need for judicious experiment, the advocates of the all-embracing multilateral school have not made out their case. The multilateral school simply disguises the problems of selection and of parity of esteem. Those who feel that the latter can be achieved only if every school has its share of the intellectually ablest pupils are accepting, without realizing it, a disastrous form of intellectual snobbery in a spirit of sheer defeatism. Parity of esteem, in any worthy sense, will not be achieved until the value of an education is judged, not by its content or by the ability of the pupils for which it caters, but "by the degree to which it succeeds in making the most of the individual". . . . "Until that is recognized, different types of education, whether taken in one and the same school or in separate schools, will continue to be held in varying regard. The problem of selection cannot in fact be avoided; it must be faced; and is not necessarily easier to solve within one school than between three schools."

[The columns of THE JOURNAL OF EDUCATION *are open for discussion of all matters, however controversial, that are of interest to educationists. The editorial views are expressed in "Notes and Comments" and in the occasional leader. It must not be assumed that* THE JOURNAL *is necessarily in agreement with the views expressed by contributors in articles or in correspondence.*—ED.]

SELECTION IN PUBLIC AND SECONDARY SCHOOLS

By CLIFFORD LUMMIS, M.A. (Oxon), Capt., The Buffs

THE writer of this paper was on the staff of a well-known public school for twelve years before the war against Hitler started, saw active service in Norway and Malta during its first three years, and has been employed for the past three years on the Personnel Selection Staff of the War Office. Though permitting the publication of these notes, the Directorate of the Selection of Personnel is in no way responsible for any description of the methods employed in its work I have found it suitable to include in order to give substance to the suggestions made, nor does it necessarily agree with my recommendations.

Since July 2, 1942, every Army recruit and some classes of more experienced soldiers have passed through what has come to be known as "selection procedure". The intelligence and special aptitudes of each man have been tested scientifically, his experience and his temperamental qualities appraised. Special job analysis teams have gone out from the War Office to make scientific analysis of what qualities and abilities are required in the various Army jobs. It has then been the task of the selection officers to mark each man for training in the job for which he is best fitted.

Candidates for commissioned rank are referred to special selection boards where they are tested and observed for two or three days, the object being to discover not merely the intelligence and special aptitudes of each man, but also such character-qualities as his fitness for leadership, his ability to get on with others, and his capacity for keeping his head in an emergency.

The core of the Army selection system is the battery of five group tests taken by all selectees. One of these is designed to test intelligence alone, but in all of them the factor of intelligence pure and simple, as against specific abilities such as mechanical aptitude, plays a large part. Modern psychological research has shown how it is possible to differentiate between the parts played by general intelligence and more specific ability in gaining a given test result, but this is too elaborate an operation to be employed as yet in the immense field of Army selection work. Thus the excellent results achieved in this field have been largely, though by no means wholly, due to success in measuring intelligence by group testing, and in gauging, with a greatly reduced margin of error in comparison with previous methods, the degree of intelligence needed to achieve success in the many different branches of Army service.

Intelligence testing is by no means new even in Army construction. America had great success with the original Otis test in picking her men for the war of 1917-18. In this country the National Institute of Industrial Psychology has done much to introduce it in the industrial field, and it has found its place between the two great wars of this century in psychiatry, child guidance, and other public services.

And in this war psychological methods of selection have proved such a success in the fighting services that Government Departments have considered whether what has helped in time of war might not be retained in time of peace. In particular, the Civil Service Commission is taking steps to benefit by the techniques evolved in the Army when considering Service applicants for posts in the clerical, executive, and administrative grade. Psychological testing for various purposes has been adopted by teachers,

Digitized by Google

school medical officers, educational psychologists, and others with increasing success during the past 30 years. The first official recognition of the part that psychology could play in educational guidance was the appointment of a psychologist by the London County Council in 1912. After this, teachers, inspectors, and school doctors began to use intelligence tests systematically both for picking out mental defectives for Special Schools, dull and backward children for special classes, and as an adjunct for selecting children for Junior County Scholarships to secondary schools. More recently many other local education authorities have appointed psychologists, sometimes as members of their permanent staff, sometimes as part-time or temporary assistants. When the Consultative Committee of the Board was constituted, one of the first topics referred to it was that of " Psychological Tests for Educable Capacity "; and this formed the subject of an official report which included an account of the use of such tests at schools like Rugby and did much to stimulate the interest of the teaching profession in the possibilities of psychological methods. From that time onwards one authority after another has adopted intelligence testing as an integral part of its selection scheme. Much progress has been made on the intricate skilled work of test construction, and such tests as those of Richardson and Thomson are now widely held to give a very reliable indication of a child's intelligence. Some authorities, such as in recent years the Oxford Authority, have used an intelligence test as a qualifying sieve, and permitted only children above a certain intelligence quotient to sit for the school subject examination which has been taking place a month later. It is more usual, however, to balance the intelligence measure with achievement in school subjects and the head teacher's report, and to select on all three considerations.

Since the Norwood report, the foreshadowing Government White Paper and the Education Act of 1944, however, the situation has changed. There is to be no more selection for secondary education. The new problem is the correct apportionment of the pupils from the primary schools to secondary schools of the grammar, modern, or technical type. And these three documents all show a tendency to rely mainly for this purpose on the teacher's reports, which are to be supplemented if necessary by intelligence tests, but not checked at all by any examination in school subjects.

The problem which faces the public schools during the next important decade is, however, different. The Fleming Report, with its suggestions for bringing the public schools into closer relation with the national system of state schools, has brought up in an acute form the question of entrance qualification. To the two previous channels of entry, by scholarship and by passing the Common Entrance Examination, is added a third, namely, entry from a State school under such a scheme as that recently arranged between the governors of Mill Hill School and the Middlesex Education Committee. All three channels will of course be governed by the valued practice and privilege of the public schools to choose their own candidates. A measure is, however, I feel, more than ever needed, which can be reliably applied at entrance stage to all three types of candidate, and for this stage I would strongly press the adoption of one of the well-standardized and well-tried intelligence tests. Has it not been the case for many years past, and is it not so now, that scholarships to the public schools have been most readily won by boys from a group of the more expensive and better staffed preparatory schools? A check on performance in the entrance scholarship subject papers by a simply-administered and easily-marked intelligence test would pick out, from those candidates whom subject marks and interview had left on the borderline, those with superior native intelligence. Past investigations have shown in a parallel field that, where tests and the scholarship examinations disagree, subsequent study of the children indicates that the test has often revealed inborn ability which the scholastic examinations failed to detect, owing to the child's lack of opportunity at school or at home for acquiring the necessary knowledge.[1]

The same intelligence test, or one standardized to give the same measure, might well be taken by all Common Entrance candidates, and also by all pupils who were being considered for transfer from State schools to public schools. The placing of a test at Common Entrance standard would tend to eliminate from the public schools the element known variously as " dear old gentlemen " or " a load of rubbish ". The public schools are in the main schools which under the terms of the Norwood Committee's report and the Education Act of 1944 would come under the heading " Grammar Schools ", but the element just mentioned " deals more easily with concrete things than with ideas ", as the Norwood Report puts it, " fails to relate his knowledge or skill to other branches of activity ". He should therefore be educated in a " Modern School ". It might be that some of the public schools would under such a scheme place some of the accepted Common Entrance candidates, and some of the pupils admitted under any such scheme as the Mill Hill–Middlesex scheme, on a " Modern " side (not a specialized modern languages side). It would certainly be of value and interest to rate all entrants for intelligence.

In the Mill Hill scheme, which may well blaze a trail, as it provides for as many as 200 boarders chosen from the Middlesex secondary schools to be in the school in the fifth year of the scheme's operation and thenceforward, there is at present no provision for a qualifying examination or intelligence test. " The basis of selection shall be a nomination by the head of the secondary school at which the pupil has been in attendance."[2] For the next two years, but possibly not longer owing to the provisions of the Education Act 1944, nominating headmasters will have, to help them, the result of an intelligence test at age eleven. But in my view a second test is desirable at this transfer age of thirteen. Since he was eleven, the boy's intelligence may have developed; changes of early puberty may have " brought him out ". And since these tests are perhaps to be abolished in primary schools, it may be well to provide an impersonal and impartial check on the headmaster's nominations.

A trained psychologist with the necessary equipment in statistics would within a few months of the inception of any such scheme begin to produce illuminating comparative results. After a few years of careful observation, analysis, and follow-up work, authoritative conclusions as to the place and value of intelligence testing in this field could be produced.

It has been borne in upon me in the course of my selection work during the past two years that some duly modified form of our Army technique might be applied with profit in the public and secondary school field not only (*a*) at the entrance stage but also (*b*) at the choice of " Side " stage; (*c*) at the choice of career stage.

If any selection test is to be given at the entrance stage, and I have tried to express above my strong

Digitized by Google

conviction that it should, it might well be argued that tests designed to pick out special aptitudes should also be given then. General intelligence matures steadily from birth until the age of about 16 and can be measured with considerable accuracy at the age of 11, and, indeed, much earlier.[3] Specific abilities however, are much more marked as age increases beyond 11, and, therefore, may well be the subject of scientific investigation at 13. Recent experiments support the view that mental abilities become more specific as children grow older.[4] Thus, whether or not tests of specialized ability are introduced at 13, I would strongly urge their adoption on a scientific basis at the "choice of side" stage in public and secondary schools. Choice of side often leads to choice of career, or at any rate to choice of a group of careers, and we now have methods by which, in aptitude tests, the faculty of general intelligence can be largely eliminated, leaving a measure only of the specific ability tested for.[5]

A well-known university professor recently obtained from 127 university students records of their reasons for choosing either arts or science subjects.[6] The die for this in nearly all cases would have been cast at the "choice of side" stage at school, and the reasons given are analysed as follows, on a percentage basis:

	Per cent.
(i) Intended Vocation (wishes of pupil or parents, often on inadequate grounds) ..	27
(ii) Achievement as judged by marks (often with Mathematics a deciding factor) ..	24
(iii) School achievement as judged by academic success	22
(iv) School organization (need to keep classes roughly equal, etc.)	16
(v) Sentimental reasons (personal preference for teacher or friendship with other pupils)	10

Better guidance at this critical stage of their school career would surely have been afforded by a scientific testing of their innate aptitudes, and would have been likely to prevent a number of these students missing their best way to maturity and the fullest opportunity for service.

The Army has made use, with conspicuous success, of tests of special abilities in mathematics, mechanical aptitude, and manual dexterity, which could be readily converted to reliable use in secondary schools as prognosticators of the likelihood of success in the higher school courses in mathematics, science and engineering. Success in English, history and classics might be found to need a higher I.Q. and a good verbal facility, while for modern language specialization a test in phonetic aptitude, the ability to perceive readily nuances in sound and to reproduce them quickly, might be administered and given due weight.

At the choice of career stage, one of the most striking services that an adaptation of the selection methods which have been so successful in the Army could render to the public and secondary schools might lie in the field of job analysis.

Careers masters in the 1930's started in some cases doing an unscientific kind of job analysis, and they were brought together for discussions of their common problems under the auspices of the Incorporated Association of Assistant Masters. A trained psychologist would, however, be able now to tackle the tasks of job analysis more scientifically. Here the advice of the school M.O., or even in appropriate cases of a Psychiatrist, might well be obtained (with great advantage to efficient selection) on a boy's neuropsychological equipment in relation to the requirements of particular careers. Army experience in the assessment of personality and in spotting early small signs of nervous instability might well also prove of use in this field, particularly in guiding boys into or away from Service or other active and adventurous careers. The National Institute of Industrial Psychology has done some work at this level and I have known boys whose cases presented puzzling features sent to the Institute by their Public Schools for advice as to the best career for them to adopt. In such cases aptitude tests have been applied and personal qualities rated before advice has been given. I would urge, however, that this is a task much more likely to be performed successfully by a member of the staff trained in selection methods who had the advantage of personal knowledge of the boy and of free consultation with his Headmaster, House Master, and Form Master, and with the school M.O., or by a trained psychologist who was given this responsibility in respect of a small group of schools which he visited regularly in turn. It would be his particular function to advise his Headmasters upon, and play his specialized part in, the provision and administration of intelligence and aptitude tests, the analysis of their results, job analysis in his particular field, and the guidance of his boys into careers best suited to their abilities and disposition.

I should like to express gratitude to Professor Burt for a number of helpful suggestions made by him and incorporated in this article, and to my old tutor, the Principal of St. Edmund Hall, and to Mr. M. J. Soulsby of the City of Oxford School for some excellent advice as to its form and content.

[1] REX KNIGHT. *Intelligence and Intelligence Tests.*
[2] C.C.M. Explanatory Brochure. E. 18/1945.
[3] TERMAN. *Measuring Intelligence.*
[4] BURT. *Mental and Scholastic Tests.*
[5] BURT. *Mental Abilities and Mental Factors.* B.J. Ed. Psych. 6/44.
[6] BURT. *The Education of the Young Adolescent.* B.J. Ed. Psych. 11/43.

SCIENCE IN POST-PRIMARY GIRLS' SCHOOLS

PART I. 11 TO 16 YEARS

By PHYLLIS M. TAYLOR, M.A., F.L.S.

IN her valuable and provocative article published in this *Journal* last December, "The Integration of the Curriculum, 11 to 16 years", Miss Clutton will have caused many to think about the role to be played in the near future by the various subjects of the curriculum in the new secondary girls' schools. It is going to take bold teachers and administrators, those with unfettered ideals and untired minds, to break away from what Miss Clutton calls "the academic outlook of the specialist, the pressure of examinations, the rigid time-table, and above all, the over-large classes", all of which "have made it

Digitized by Google

difficult to suit the curriculum to the child ". Now is the time for such thoughts to become transformed into realistic principles and concrete applications. Now is the time when we need to keep the balance between the past and the present, between thought and the practice of the world. We want those who are passing through the difficult years of adjustment and of growing up from eleven to sixteen years to be co-operative and contributive towards their own education. If their school work bears a definite relation to the world outside, then perhaps we may be entitled to say that education is developing the biological worth of the individual.

However much the subjects of a curriculum are integrated, and whatever the method employed—a fascinating topic requiring much pooling of knowledge and correlation of ideas—it behoves those who have for many years specialized in the generally accepted subjects of a secondary school curriculum to take stock of the subject-matter they have so ardently and so well taught, and to ask themselves why they did it and what was their ultimate goal for themselves and their pupils. This is no less true for the scientist than for other subject teachers in girls' schools, though it must be said in favour of the women science teachers that the publication of their Interim Report on " Science in Post-Primary Education " clearly shows how far these teachers have gone in pointing the way, by trying to put their own house in order.

What place does science play in the more old-fashioned type of school curriculum ? Selecting from Physics, Chemistry, Botany, and Zoology, it has been usual for pupils to take one or two of these sciences and to work at these in watertight compartments for the whole or part of a five-year course. During the last ten or fifteen years, however, in girls' schools, there has been a widespread move to shake off this narrow approach by taking Biology instead of Botany ; a further tendency in the same direction has led to much interest and experiment in what are called General Science courses, where subject-matter, previously dealt with separately, has been included in one comprehensive science course, often taken by one teacher throughout for one class or set.

Now come signs of a very welcome movement for taking regard of the social effects of science. So often has it been levelled against science that, although science has offered many and great benefits to mankind, yet, on the other hand, it is responsible also for much that is destructive and painful ; in fact that it has brought untold suffering into man's life. What appears to be the reason for this not unjustified criticism of man as a social being ? Perhaps the answer lies in the fact that man has made great strides in evolution on the material and intellectual side for mastering his environment, whereas his personal and social responsibilities have not similarly advanced to anything like the same extent. Man controls his environment in matters of invention, such as artificial lighting, electrical and mechanical devices for transport, for the cinema, and for warfare, and this control has led to great changes in manners, customs, and sanctions, the individual being left with the means of obtaining easy satisfaction without a sense of personal or social responsibility towards the community in which he lives.

Women science teachers have tried therefore, in the Interim Report already mentioned, to integrate for a start, the various parts of a General Science course into a whole that will allow of science being approached from the widest possible angle, " to prepare for life and living, to give enthusiasm for living positively a good life, to create a bias towards the social responsibilities of man, using a background of knowledge based on sound scientific principles ". The authors of the Report would like to implement these ideals by a well-planned social general science course, which will lead man " to appreciate his social responsibilities in respect to problems concerned with health and hygiene, with sex, with behaviour and its repercussions on personalities, work and environment, with the family and society, and with the community life of the world ".

There is no doubt but that the interests and capacity of the child should be the vital pivot-point of the course, for which books should be written that are suitably worded in style and content for each year of the course—a fact that is often forgotten when a science text-book is written in parts for a course of several years' duration. While the normal interests of the girl should be kept well to the fore, cognizance should also be taken of useful and vocational aspects, of scientific topics that bear upon everyday life, and of health as the natural right of all. No doubt much research is afoot on the formation and use of better libraries, the effect of visual aids and radio talks, school visits to local centres of interest, and the visits of outsiders of specific and wide interests to the schools. If not, these are matters which should be investigated in regard to girls' general science classes.

Time allowance may prove to be a thorny topic when various subjects of the curriculum are to be integrated. For girls' schools, about twenty year-periods appear to be a reasonable time allowance for a social general science course in the grammar school or side, the allocation of the time periods between the five years of the course varying with different schools. A common syllabus for all pupils of 11 to 13 years will require a minimum of six year-periods, this basic minimum being essential for transfer of pupils from one type of school or side to another. For those girls continuing with technical education, though not specializing in science, a minimum of seven year-periods spread over the last three years should be allowed ; whereas those girls continuing their education in the modern school or side will require at least twelve year-periods for two years. There should always be the possibility in the grammar school that the abler pupils with a scientific bent may be able to study one or more of the special branches of science, *viz.* Physics, Chemistry or Biology. Here the advantage of specialist teachers must not be lost sight of.

Technique of presentation will take into consideration the subject-matter, age, and ability of pupils, facilities available, etc. It should aim at maintaining a balance between theoretical and practical work and between individual and demonstration practical work in science. During the first two years individual experiments should predominate, shorter experiments yielding results easy to tabulate, longer ones leading to concisely written accounts connecting observations and deduction, and the making of diagrammatic records. The value of practice in manipulative dexterity, the keeping of one's " tools " in a orderly, careful way, and the obvious enjoyment in movement and experiment cannot be over-rated for those of 11 to 13 years. Although from 14 to 16 years, experimental work will contain a larger proportion of demonstrations, yet larger-scale individual experiments will have their part to play in enriching the personality of the young adolescent through experience with things that can be handled, touched, and watched, so that happy craftsmanship can be a steadying guide.

For a useful syllabus of the type we have had in mind, reference can be made to the syllabus published

Digitized by Google

by the Association of Women Science Teachers in the Interim Report, where a maximum of topics for children of high intelligence will provide opportunity for selection to meet the needs of different types of classes. A perusal of the basic syllabus for 11 to 13 years and of that for 14 to 16 years will show how achievement of the ideals outlined may be attempted. In a later article it may be possible to continue this account of science in post-primary education in girls' schools by reference to sixth-form science, part-time education, the training of the necessary teachers, administrative problems, and matters concerned with science laboratories and departments. Meanwhile the present publication of the Association of Women Science Teachers which has formed the basis for this article may serve to remind us of Blake's words:

" I give you the end of a golden string;
Only wind it into a ball,
It will lead you in at Heaven's gate,
Built in Jerusalem's wall ".

AGRICULTURAL EDUCATION

By a CORRESPONDENT

THE recommendations of the Joint Advisory Committee on Agricultural Education are possible of fulfilment. Indeed, within the limits of the present school-leaving age, much of the course suggested is already being worked out in some of the new rural schools.

One of the largest of these, the Allertonshire County Modern School, was recently the subject of a seven-reel film, ' The Agricultural School ', made by the Colonial Film Unit of the Ministry of Information for distribution in the Colonies. It is suggested that a brief outline of some of the aims, problems and work of this school may be of interest.

Opened in September, 1941, as a senior mixed school with accommodation for 520 pupils, it serves an area of approximately 150 square miles and draws its children from fourteen villages and the market town of Northallerton. The site occupies 12½ acres, three of which are under cultivation.

The director of the film mentioned above, Mr. George Pearson, who made such films as ' Journey's End ', and ' The Good Companions ', himself a former headmaster, compiled the following list of the aims of the school:

1. To develop in each pupil an ability to deal practically with most problems of the daily life into which he or she will probably be projected.
2. To lead each pupil to discover his or her individual bent . . . hence probable vocation.
3. To train pupils to use their minds.
4. To train pupils to use their hands, governed by their minds.
5. To arouse in the pupils a keen desire to find out things for themselves.
6. To prove that Practice alone, or Theory alone, is insufficient for fullness, but that each, tested by the other, is the royal road to *sure* knowledge.
7. To shape pupils towards becoming good workmen or good housewives, that they may enjoy all that such brings to life.

In every phase of school work there is a seeking after reality. The child must feel that the work being done is worth while. Since the school is in an agricultural environment, it follows that much of the work is related to the land.

The need for a strong rural bias was shown by a survey of the occupations of former pupils, which showed that 38% of the boys and 10% of the girls were engaged in agricultural work. Most of the girls were farmers' daughters who combined housework with the care of the poultry and calves, and worked in the fields in the busy season.

The chief problem arising from stock-keeping in a school is the care of the animals during the week-ends and holidays. No teacher can be expected to be on the job seven days a week, fifty-two weeks in the year, simply because he is in charge of the livestock. This raises the question of rotas of children. To rely entirely on children is most unsatisfactory. Week-end rotas may be a possibility in schools serving a small area, but where many children live five to seven miles away it is not practical politics. For the longer school holidays it is frankly impossible to rely on the children when the stock includes such animals as calves and pigs. Most children are reliable and have a strong sense of responsibility where animals are concerned, but a dozen and one things beyond the control of the child or the prevision of the teacher can crop up to upset the best laid plans. No teacher could enjoy or benefit from a holiday if he was wondering all the time if the animals had been fed.

The solution lies in paying the groundsman, caretaker, or other suitable person to care for the stock when the school is closed. This method does not shut out the enthusiastic child for there is nothing to stop such from assisting the groundsman.

To prevent undue interference with other lessons the stock-keeping lessons should occupy the first and last periods of the day, since these are the feeding times. These duties of feeding, cleaning out, etc., are carried out by rotas of children working on a weekly basis. Each group instructs the next in its duties. No better means of developing a sense of responsibility exists than the care of livestock, since that quality is nourished by the dependence of others.

The livestock is dealt with in three groups: (1) calves, pigs and bees; (2) poultry; (3) rabbits. No doubt the first group appears disproportionately large. This is due to staffing conditions, and solves itself since the master concerned is also in charge of the gardens and thus is able to devote additional time to livestock when circumstances demand it without having to leave a class inside the school.

By means of a terminal rotation the children cover the full range of animals in the course of the school year. For this reason it is essential that the three groups have lessons at the same time, so that with a new term it is possible to switch to another section without altering the time-table. The terminal rotation achieves a concentric approach and sends the child from school with each phase more or less fresh in mind.

Records.

It is impossible to deal with methods in a brief article, but a word must be said about the keeping of records. Day in and day out the agricultural authorities are preaching the importance of keeping careful records. To mention only one fact: in this lies the

Digitized by Google

chief hope of increased milk production by breeding only from cattle having good milk records. The scientific approach to the keeping of livestock must always be at the forefront of any work done in the schools. As far as possible the school must use the best equipment, employ the best methods, and set an example generally. The value of *methodical* work must be shown. A child who has developed a sense of method and learnt its value in one thing will apply it to another.

To take the pig records as an example. Careful records are kept during their rearing, and after each batch has gone to the bacon factory each child receives a set of cyclostyled sheets which he or she has helped to compile. The sheets contain: a cash statement; a copy of the payment certificate from the bacon factory (this shows live and dead weights, etc.); valuation of dead stock after allowing for depreciation; records of daily feed of the pigs at different weights; total weight of food consumed and its cost; average rate of increase in weight per week, also shown in the form of a graph; weight and value of the manure made.

Three pens of poultry are kept to study the laying qualities of different breeds. The birds are trap-nested and the eggs weighed for classification. Both incubation and natural hatching are practised.

A very healthy Young Farmers' Club is run as one of the fourteen hobbies groups of the school. The others are willow basketry (two groups), cookery for boys (two groups), workshops for girls, First Aid, leatherwork, soft toy making, mime, drama, folk dancing, art, stamp collecting.

The success of a Young Farmers' Club, particularly of a school club, depends very much on the virility of the Advisory Committee. This school is fortunate in the local farmers and members of the staff of the County War Agricultural Executive Committee who serve in this capacity. At the first meeting of the Advisory Committee it was agreed that four general principles should form the basis of the work:

1. That, instead of attempting to cover many subjects by means of a series of general lectures and discussions, several topics should be selected and three or four meetings devoted to each.
2. That farm visits should form an integral part of each series and that the farms should be chosen with due regard to the subject studied.
3. That before visits are made to farms careful preparation must be made.
4. That, as opportunity arises, the club members should enter into competition with the members of other clubs.

Since September, 1944, the following programme has been carried out: Three lectures, illustrated by films, by the Machinery Officer of the North Riding War Agricultural Executive Committee were followed by practical demonstrations and tuition in tractor ploughing. (Part of the school gardens has since been ploughed and sown with oats for the calves.)

Three lectures on Beef and Dairy Cattle by an outside expert were followed by a visit to a good stock farm where arrangements were made for a fat cattle judging contest. For some weeks several teams visited the local cattle marts for training in fat cattle judging, and as a result the Club won the Fat Cattle Judging Contest organized by the County Federation, despite the fact that they were competing on equal terms with teams aged twenty to twenty-one.

A number of technicolour films on Fruit Cultivation were shown by a member of the staff of Plant Protection Limited. This was followed by demonstrations in the school orchard by the Horticultural Officer of the War Agricultural Executive Committee.

A talk on pigs was given by the owner of a large bacon factory.

Twenty geese reared at the school were dressed and the results judged by an outside expert—a farmer's wife.

A farmer, well known for the practical study of fertilizers, came twenty miles to give his talk and answer questions.

Instruction in bacon-curing was given by a lecturer from the staff of the Askham Bryan Agricultural Institute.

The future programme includes a talk on Crop Rotation and a series of visits to an experimental farm run under the direction of the N.R.W.A.E.C.

It will be seen that full use is made of outside sources. This is the only way that such a school can function. Just as a Technical College must have the close co-operation of the big industrialists of its area, so must the new rural school have close relations with the farming community of the area which it serves. Farmers are eager to cooperate and delighted to find that their industry is at last receiving the recognition it has long lacked, and that their children are to be given their rightful opportunities.

Incidentally, the Young Farmers' Club meets during school hours, since the question of transport prevents out-of-school activities functioning in these days when there is no alternative to the school bus for the children who come from the villages.

The gardens need an article to themselves. The work in them is closely linked with the stock-keeping and the science lessons. Manurial and cultural experiments are carried out, and a progressive scheme operates so that in the third year the majority of the boys spend their time in fruit and flower culture. An orchard has been established and we are looking forward to the time when a larger greenhouse will make further development of work under glass possible.

Correlation of the workshop side of the school with other activities, particularly with the stock-keeping and gardening, provides opportunities for a wide range of work. Much of this would be better styled carpentry, and, while it undoubtedly has its place in the scheme and in the early years of a school's life must occupy a large part of the workshop time, it must not be allowed to swamp the more skilled training which can earn for itself the name of 'cabinet making.'

The following incomplete list indicates the type of work done:—a tool-shed (12 ft. x 8 ft. x 8 ft.) and a concrete base (8 yds. by 4 yds.), a greenhouse of similar size, seed boxes, garden labels (both of wood and metal), conversion of a six-stalled cow byre into a piggery, pig weighing crate, pig troughs, mangers, poultry houses and chicken coops, poultry runs, an electric fence for the calf paddock, rabbit hutches, beehives, chicken brooder, garden trowels, rakes, hand-forks, line-winders and hoes.

A 14 h.p. Vauxhall was given to the school and has been stripped to the chassis. Since time is not elastic full use cannot be made of it until the extra year materializes, by which time it is hoped that a tractor will have been added to the workshop equipment.

The stock-keeping and gardening records, canteen accounts and quantities etc. are cyclostyled for use in Arithmetic as the basis of examples to show the application of text-book work.

It must be emphasized that this article is attempting to deal with one side of the school only. It must

Digitized by Google

not be thought that the claims of Literature, Music, Art—in short the Humanities—have been relegated to the background. The aim of the school is fully in line with the passage in the Report which states :—" The object of pre-agricultural courses in secondary schools should not be to turn out semi-skilled farmers or farm workers at the age of 15 or 16, but to fit those who in the future will hold responsible posts in the industry to be intelligent, useful and happy members of the rural community."

THE APPROACH TO PLATO'S 'REPUBLIC'

By STANISLAUS QUAN, City of London School

PLATO'S *Republic* is an extraordinary conglomeration of undisguised mysticism, shrewd observation, pure assumption, penetrating analysis, and utilitarian ethics. If we are not careful, our interpretation of it will reflect the attitude of mind we bring in the first place. Like a too individualistic reading of the Bible —*quot homines, tot sententiae*—we can use the *Republic* to prove anything.

I think that a much better plan is a cold analysis, line by line, idea by idea, of the whole Ten Books. Last winter, I spent some three months doing this, with both the *Republic* and *The Laws*. I recommend it not only as an excellent, if exacting, intellectual exercise, but as the best method possible for forming a balanced estimate of the man's ideas. This analysis left me with certain clear-cut impressions which I offer to the readers of *The Journal*. However, every fair-minded person should do the same for himself. Plato is such a battle-ground of conflicting opinion to-day, that I feel sure it would help to clear away many of the preconceived notions we have of him.

In our reading of the *Republic*, it is necessary to keep six main issues clearly before our minds; only thus can we arrive at a fair estimate of its worth. (1) Plato is not primarily concerned with the idea of Justice at all. His preoccupation is with the disharmony, chaos, and disunity within the State : " Can there be any greater evil than discord and distraction and plurality where unity should reign ? Or any greater good than the bond of unity ? " (462, cf also 464, 465). (2) His preoccupation with this disharmony leads him to an analysis of the causes of disorder within the State (Bk. 8). This decay is attributed to the inevitable change which overcomes all forms of government under the influence of unbridled desires for luxury goods (an interesting commentary on Guy Chapman's *Culture and Survival*). (3) Having ascertained the causes, Plato proceeds to explain how, through Education, and the rule of philosopher-kings, a well-ordered and harmonious State can be brought into being, and preserved (Bks. 2–6). (4) In his suggestions as to how this ideal State can be created and then preserved, Plato goes out of his way to emphasize : " The practicability of what is said may be doubted ; and looked at in another point of view, whether the scheme, if ever so practicable, will be for the best, is also doubtful " (450, cf 473, 592). (5) This point is very important, for too many people overlook or ignore it altogether : In his suggestions as to how the ideal State can be created and then preserved, Plato is not guided by the basic principles of Christian ethics, but by plain Utility : " For that is, and ever will be, the best of sayings, That the useful is the noble and the hurtful is the base " (457, cf also 420, 456, 601). It is just here that Plato exhibits that blunted ethical sense, and provides a happy hunting-ground for any one wishing to discredit him entirely. Bad morals imply crooked thinking. I certainly consider that Dr. Neurath's and Mr. Lauwerys' attack on the ethics of the *Republic* is justified. If I have read Dr. Joad aright, then he has fallen into the same error as Plato has done. We may not justify one thing simply on the criterion that it is less evil than another.

Philosophy may not be divorced from ethics. Strangely enough, it was just this that Plato found worthy of the highest condemnation among the Sophists. Quintilian returns to the same attack in his *Institutio Oratoria* : Eloquence is not to be dissociated from moral philosophy. The philosophers of Quintilian's day were deservedly under reproach because their theories were a disguise to the depravity of their characters. The true orator must have a genuine title to the name of philosopher —blameless in the point of character, and a thorough master of the art of speaking : " I hold that no one can be a true orator unless he is also a good man." Book V of the *Republic* is the *bête noire*. Here we have the advocation of promiscuity, " great facilities of intercourse with women " as a privilege for the warrior class, birth control, abortion to be practised by women over forty, children born to women over forty or of men over fifty-five to be murdered or " decently " put out of the way, Rulers to have the privilege of lying " for the public good," and, worst of all, that young children should be brought by their mothers to the battle-field " at a distance " to be inured to slaughter and the sight of blood. In fairness to Plato, we must here note an important fact. As the basis for what is to us a catalogue of horrors, Plato says : " In a city of the blessed licentiousness is an unholy thing which the rulers will forbid. Then clearly our plan will be to make matrimony as holy as possible, and the most beneficial marriages will be the most holy " (Book V 458). As always, in the *Republic*, the end is good, but the means is bad. That is the paradox of the *Republic*.

(6) It is very important to note the assumptions on which Plato bases his ideas. I have already mentioned the principle of Utility. That is fundamental. Here are the others : Plato's definition of Justice in the individual is deduced from his analysis of Justice in the State ; but his analysis of Justice in the State assumes already an abstract definition of Justice in the individual. He makes the mistake of thinking that the State is an individual. The individual is not the State ; neither is the State an individual. Harmony within the State is assumed to reside in the fact that " one man could not practise many arts." Plato assumes that there is a God, and he also assumes his divine characteristics (380–383). Plato's definition of " good " and " happiness," just like all his other definitions, consists of a string of synonyms which are ultimately merged in the idea of " God " (352, 508). This does not help us much. It merely pushes back the

(Continued on page 342)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

In this first book (which is intended for pupils of 11 or 12) grammar lessons comprehend only the broadest outlines. The other two books are in active preparation.

THE MINSTER ENGLISH TEXTS

Edited by J. C. DENT, M.A., Headmaster, Westminster City School. Each book is provided with two sets of exercises—one on the text in general and the other designed to help more detailed study of selected passages.

ADDISON—The De Coverley Papers. 1s. 9d. AUSTIN—Pride and Prejudice. 2s. 6d. BUNYAN—The Pilgrim's Progress. Part I. 2s. DICKENS—A Christmas Carol. 1s. 9d. ELIOT—Silas Marner. 2s. 3d. KINGLAKE—Eothen. 2s. 3d. LAMB—The Adventures of Ulysses. 1s. 9d. MACAULAY—Essay on Clive. 1s. 9d. SWIFT—Gulliver's Travels. Parts I and II. 2s. 3d.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new "Warner and Marten")

GEORGE TOWNSEND WARNER, M.A.
SIR HENRY K. MARTEN, K.C.V.O., M.A.
D. ERSKINE MUIR

The famous "Warner and Marten" completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve "periods" into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. Book One—55 B.C.–A.D. 1603. 5s. 6d. Book Two—1603–1939. 6s. 6d. Section Two—1485–1714. 3s. 9d. Section Three—1603–1783. 3s. 6d. Section Four—1688–1939. 5s. 6d. Section Five—1783–1939. 4s. 3d.

AN INTRODUCTION TO THE STUDY OF OLD TESTAMENT HISTORY

By W. M. WIGFIELD, M.A., Headmaster, Godalming County School. 3s.

This book is planned for the pre-Certificate year in schools, but can be adopted for work with other forms. With questions and exercises.

HISTORICAL STUDIES IN THE LIFE OF JESUS

By W. M. WIGFIELD, M.A. 3s.

A frank and reverent effort to solve pupils' difficulties regarding the Gospel story and the life of Christ, suitable for the upper forms in secondary schools. With exercises.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 215 diagrams. 5s.

This is the second volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. A third volume—Light—is in preparation.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. See note above.

ILLUSTRATED LATIN SERIES

With Introduction, Notes, Appendices, Vocabulary, and Illustrations. Cloth boards. Prices generally, 2s. 3d. each. Authors included are Caesar, Cicero, Entropius, Horace, Livy, Ovid, Plautus, Sallust, Tacitus, Virgil, etc.

HIGHWAYS AND BYWAYS OF FRENCH LITERATURE

A series of texts by contemporary authors, with serviceable footnotes and vocabulary. 2s. each.

BERNAY—L'Homme qui dormit Cent Ans. BERNAY—On a Volé un Transatlantique. CHARCOT—Autour du Pôle Sud. GATTI—Tam-Tams. Souvenirs de Neuf Années d'Aventures au Coeur de l'Afrique. HANSTEIN—Jusqu'à la Lune en Fusée Aérienne. LEVEL—L'Ile sans Nom. NORMAND—Les Petits Cinq. PARN—La Bête dans les Neiges. PRICE—La Grotte Mystérieuse.

GRADED GERMAN TEXTS

General Editor: WERNER R. SCHWEIZER, Ph.D., Head of the Department of German, University College, Nottingham. 1s. 9d. each.

A series of interesting texts, both classical and modern, of real literary and linguistic value. Each book is provided with a short critical and biographical introduction, footnotes, a list of modern idioms, and a full vocabulary.

FOR SECOND YEAR

GRELL—Schulboot "Alte Liebe." MATTHIESSEN—Die Kleinen Räuber. SIELAFF—Der Rollerklub.

FOR MIDDLE FORMS

STORM—Pole Poppenspäler. URBAN and others—Seltsame Geschichten. MEYER—Der Schuss von der Kanzel.

FOR UPPER FORMS

SPITTELER—Die Mädchenfeinde. BAUMGART—Andrée: Ein Kampf um den Pol. HOFFMANN—Das Fräulein von Scuderi.

A SKELETON GERMAN GRAMMAR

"The Irreducible Minimum"

By HENRY GIBSON ATKINS, D.Litt., M.A. (Lond.), M.A. (Cantab). 3s. With Exercises, 3s. 9d. Exercises only, 1s. 9d.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

reference. Philosophers " are lovers of the vision of truth " and they have " minds capable of seeing and loving absolute Beauty " (475, 476). The meanings of truth and beauty are either assumed or merged in the idea of God; neither is adequately defined. Plato assumes that the individual is born good, and that he subsequently becomes evil or corrupt. All that the individual needs is " an art which will effect the conversion in the easiest and quickest manner, not by implanting eyes, for they exist already, but giving them direction, which they have not " (516). This is the heresy of Rousseau, and, its concomitant, a belief in the perfectability of man. The German concentration camps may help us to throw some light on this. Plato assumes that the individual has a conscience (573). He also assumes that this life and the next life are but patterns of the same thing, the next life being on a slightly higher plane (619). Plato assumes the immortality of the soul (352), and that there is a transcendental principle of right and wrong. I am not concerned at all with the question whether these assumptions are right or wrong. The point to bear in mind is that they are assumptions. After considering these assumptions, it is not difficult to understand why people look upon Plato as a Christian born out of his time in a pagan world.

Lastly: All our current notions about the education of an *élite* are in flat contradiction to the whole spirit of the *Republic*, and to all that Plato has to say on this subject. This is a noteworthy point as the sanction for such a " select few " ultimately derives from Plato. What does Plato say about the *élite*? —" In the first place, none of them should have any property beyond what is absolutely necessary—neither shall they have private property or treasury —they should receive a fixed rate of pay, enough to meet the expenses of the year and no more—they must live like soldiers in camp—may not touch or handle gold or silver—should they acquire homes and lands or moneys of their own, they will become house-keepers and husbandmen . . . enemies and tyrants " (417), " toils and pains and conflicts must be prescribed for them " to keep them up to scratch (412); and the children of the *élite*, if unfit to rule, must " descend in the scale and become husbandmen and artisans, just as there may be others sprung from the artisan class who are raised to honour and become guardians " (415). One great lesson of the *Republic* is that any connexion whatever with trade or business thereby unfits a man to rule. What would Plato have to say about our *élite* with their multiple connexions with the catering trade, the Co-ops, Banks, Coal, Shipping, and Insurance?

Taken as a whole, the *Republic* should be reviewed as an impassioned plea for Simplicity—a return to a simpler mode of life as the sole cure for disorder within the State. The early Christian writers were wiser than we are. They mistrusted him. But Western Civilisation could not neglect one of its sources in Greek culture. Hence, the aim of St. Augustine, Isodore, and Martianus Capella to " christianize " the pagan past, and to make harmless extracts, " compendiums ", of the originals that would not conflict with Christian morality. Are we, to-day, in danger of reverting to the crude, pagan utilitarianism of our remote past, rooted in the unethical principle that the end justifies the means?

CORRESPONDENCE

PLATO'S " REPUBLIC " AND GERMAN EDUCATION

SIR,—In the many excellent commentaries made on Messrs. Neurath's and Lauwerys' article " Plato's Republic and German Education " the main concern has been with the authors' misunderstandings of Plato. Very little has been said about the origins of these misunderstandings. I feel some responsibility for saying something on this point as I am living in America where there is a far greater amount of the kind of criticism that Messrs. Neurath and Lauwerys were making, and where I have the opportunity of observing not only its illiberal influence, but also its origin in positivistic and pragmatic misconceptions of education.

Few educational theorists in America go as far as Messrs. Neurath and Lauwerys in accusing Plato of being a Nazi in disguise, though many concern themselves a good deal with his having advocated " the nationalization of women " and the special education of an *élite*. Educational theorists are however almost unanimous in charging Plato with having believed in " fixed and eternal values " and for having been the " sponsor " of an authoritarian kind of education " quite out of tune with the experimental spirit of our times ". This charge, though less sensational than the one Messrs. Neurath and Lauwerys were making, is nevertheless based on just the same kind of educational misunderstanding. It resembles theirs moreover in being accompanied by frequent contemptuous references of the kind they made in speaking of Plato as amongst the " so-called " great men of history. In a recent book one of the most influential of American educational theorists told us that " Old theories live long after their brains have been knocked out. Plato and Aristotle for example, in spite of modern criticism, still live and in spots [*sic*] even rule with many otherwise well educated ".

The " experimental spirit " which shows itself so hostile to Plato's thought is one which unquestioningly accepts the modes of thinking developed in the natural sciences as the only ones through which understanding of anything can be advanced. It also assumes that the only meaningful questions are those that can be settled by the empirical methods of the natural sciences. According to it the idea that some modes of conduct are better than others, whether or not they are recognized to be so, and, with it, the idea that people must imaginatively discover what is good before they can set about achieving it is so much mystical nonsense. Accordingly the good is identified with what particular individuals happen to like, or with what is currently accepted by the social group. This makes of education either a matter of *laisser-faire* progressivism in which each individual is encouraged to follow his own inclination, or a process of socialization in which each individual is indoctrinated with the beliefs and conditioned to the forms of behaviour that happen to be current in the particular society to which he belongs. According to this conception of education, the only thing of any importance about any book is the doctrine it teaches, and the modes of action it advocates. Whatever value it may have in helping the kind of mental

(*Continued on page 344*)

Digitized by Google

NELSON

EDUCATIONAL THEORY AND PRACTICE

The Education of the Ordinary Child

LANKHILLS METHODS. With Schemes of Work.

JOHN DUNCAN

"No summarised account can do justice to this pioneer work. It must be read in the author's own words."—*Journal of Education.*

"A book that every teacher ought to read and study."—*Times Educational Supplement.* **15s. net**

Policy and Progress in Secondary Education 1902-42

JOHN GRAVES, M.A., B.Litt. (Oxon)

"A review, clear, competent, sensible, and opportune. . . . There is not elsewhere so convenient a guide to the Board's annual reports, Royal Commissions, and departmental committees."—*Observer.* "An interesting and often illuminating summary."—*Education.* **10s. 6d. net**

Play Way

First Year Out

MARGARET HALDEN

"This diary of a first year is racily written and full of human interest."—*A.M.A.*

"This is a book one keeps wanting to discuss."—*Time and Tide. Illustrated.* **6s. net**

English for To-day

D. A. BEACOCK, M.A.

"Caldwell Cook's work at the Perse School was a source of inspiration to many hundreds of teachers. This story of his life is particularly valuable."—*Times Educational Supplement. Illustrated.* **8s. 6d. net**

Religious Education in the Senior School

R. L. ARUNDALE

"A masterpiece of industry and condensation, obviously the work of a practical teacher who has tested theory on the hard anvil of experience."—*Education.* **8s. 6d. net**

JUST PUBLISHED

Youth and Music

DR. DESMOND MACMAHON

Dr. Macmahon, the well-known expert on music for schools, explains to youth leaders what musical activities are suitable for a club, how to get them going, what standards to set, and what background information is required. **5s. net**

The National Youth Song Book

Also Edited by DR. DESMOND MACMAHON

A collection of old and new songs, shanties, spirituals, operatic airs, soldier and student songs, hymns, carols, &c., forming a complete community song book for singers of all ages. **10s. 6d. net.**

Stories of Great Music

JOHN HORTON

"The author uses the stories as the starting point for real musical knowledge, quoting themes, including portraits, adding notes. . . . "—*Times Educational Supplement.* **2s.**

Opera Tunes to Remember

FLORENCE M. CLARK

Author of *Tunes to Remember*

"Here is a need answered. . . . The writer has done her job thoroughly and well."—*Music in Schools.* "A delightful introduction to the great operas."—*Edinburgh Evening News.* **2s. 3d.**

Continental Europe

(Book 5. READ AND REMEMBER)

At a time like this, it would appear difficult to recommend a book dealing with the Geography of Europe since many frontiers remain to be drawn. Nevertheless the Publishers wish to draw attention to the Fifth Reader of the *Read and Remember* series, which is a Geography and History of Europe with appropriate stories from European literature.

There are certain demographic divisions in Europe which have lasted for centuries—and will always endure. War cannot alter the climatic and geological conditions which govern basic industries, transport routes, agricultural activities and other industries.

The Geographical chapters in this important book are based on the *status quo* in 1939. They give an account of Europe's fundamental and permanent features, both physical and economic.

The Historical chapters give an introduction to the story of Europe from the earliest days to the founding of the League of Nations, and are designed to encourage the "good European" outlook in British children.

The Literature of the Fifth Reader illuminates the Geography and History and introduces the pupil to such great books as Plato's *Republic*, *The Cloister and the Hearth*, *Don Quixote*, Motley's *Dutch Republic*, and other European masterpieces.

Illustrated in colour, half-tone and line. Cloth **3s.**

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

clarification upon which self-knowledge and the power of discerning the good depends is entirely lost sight of. The same is true of any value it may have in helping the reader to escape from the historical provincialism of his own times, and to see both himself and the author he is reading in perspective as makers of history.

It is wholly in accord with this positivistic conception of education that Messrs. Neurath and Lauwerys, in their original articles on the re-education of Nazi Germany, concerned themselves entirely with the question of what doctrines should be taught in German schools. It is wholly in accord with it that, in discussing the *Republic*, they concerned themselves entirely with their reading of its doctrines. It is also wholly in accord with it that they showed no appreciation of the immense educative power of the book. It is no less in accord with it that they so completely misunderstood what Professor Field was saying in pointing out how mistaken it was to look to ancient authors for propositions to be taken as contemporary doctrines. In accordance with positivistic presuppositions they interpreted what he said in a purely sociological way as meaning that an understanding of Plato (as of Hitler!) depends upon discovering the sociological influences working upon him. They showed no evidence of recognizing that Plato, more than any other author, offers us a cure for the very kind of *naïveté* they were advocating in reading him, and that it is only through learning to find in him such a cure that we can learn to appreciate him.

In spite of the very great confidence Messrs. Neurath and Lauwerys showed in giving their interpretation of the *Republic*, they seemed to express some uncertainty as to whether there was, or was not, any true interpretation of Plato's meaning. At one point they spoke of Plato as " one of the few authors to be read and interpreted from many diverging points of view " and in this way they were aligning themselves with the *laisser-faire* educators who maintain that each individual must be allowed to develop his own values for himself. But at another point they spoke as though a Gallup poll would show which of several divergent interpretations was the true one, and in this were aligning themselves with the tacitly autocratic educators who maintain that majority opinion provides the definition of what is right, and that each individual must learn to conform with it. Whether any one who tried to follow Messrs. Neurath's and Lauwerys' advice in making himself resolutely naïve in reading Plato came out of it agreeing or disagreeing with their interpretation he would provide support for one or other of these views. This calls for a cheer from Dr. Pangloss, though he too was sometimes mistaken.

The Department of Education, JOHN PILLEY.
Wellesley College,
Massachusetts,
U.S.A.

FEES IN DIRECT-GRANT SCHOOLS

SIR,—I was interested to see your very cogent remarks in the June number of *The Journal of Education* with regard to fees in direct-grant schools. Last week I came across an example of the way in which the system is working. In a town not far from here there are a direct-grant school and a county 'grammar' school. Since the passing of the 1944 Act the former has raised its fees, while the latter has had to abolish them. The result has been a large application on the part of parents of direct-grant pupils for their admission to the county school; but this is already so overfull that it cannot possibly take any more girls. As the mother of two direct-grant school girls said to me: " I don't understand all this talk about free secondary education. All it seems to mean for some of us is the raising of the school fees, and we are powerless to do anything about it."

A PROFESSOR OF EDUCATION.

THE RIGHTS OF PARENTS

SIR,—The Declaration of Policy issued by the Prime Minister contains, in the section dealing with Education, one sentence of great significance. It reads: " Many parents will be able to choose the school they like and to play their part with the educational authorities in the physical and spiritual well-being of their children." I am tempted to ask how many parents will be able to do this, and whether it will be easy of accomplishment in any schools which do not charge fees. I have lately been in contact with parents who are genuinely alarmed at the prospect now before children approaching secondary-school age. They point out that the grammar schools are full and that there is likely to be severe competition for any available places. The only alternative, unless they send their children to expensive private schools, is to enter them at schools which are indeed secondary in name, but which are, and will be for some time to come, far below the standard of secondary schools in such matters as size of classes, qualifications of teachers, and general amenities. Now that the choice of pupils for the schools is vested in the Councils, it is very difficult to understand how any parent whose choice differs from that of the Council can have any say in the matter.

CUSTOS.

SCIENCE IN EDUCATION AND TRAINING

SIR,—First, let me say that I do not think that I differ greatly from Mr. Stott in the sort of science teaching that I would like to see, and that I certainly wish scientists at school to learn something of other aspects of man's life than the scientific. Where I think he is wrong is in believing that both intrinsically and, as it is at present organized, sixth-form science is inferior to the other traditional disciplines; he has swallowed propaganda which, although it has been repeated by scientists who ought to know better, has its origin with the classical men. That much could be improved in our teaching of science I do not doubt, but I repeat that it is wrong and useless to compare the ordinary engineer or medical man with the classical scholar.

I cannot deal with all the reports to which Mr. Stott referred in his article, and will confine myself to the Norwood Report. Here one finds it stated that rigid specialization is prevalent in science sixth forms, and from this statement similar conclusions to Mr. Stott's are drawn. Now this, sir, is a statement of fact; the Norwood Committee could have asked for the sixth-form time-tables of all the schools in the country (those for the grant-aided schools were already in the possession of the Board of Education). They did not do so, perhaps because such a scientific procedure never entered their heads, perhaps because they were afraid that if they did they would find that science sixths are the least specialized of all. So long as such evidence is available but is not produced I shall suspend judgment, but my opinion will incline to the direction suggested by what partial evidence is open

(*Continued on page 346*)

Digitized by Google

LONGMANS

GEOGRAPHY FOR TO-DAY

This Series of Geographies for Middle Forms provides a carefully-planned course for the years of progressive development which lead up to the School Certificate year. Throughout each book, the object is to help the pupil to apply to world geography the geographical principles learned in connexion with a special area, each principle being fully elucidated in the course of the regional studies.

Main Divisions

I. AT HOME AND ABROAD, 3s. 6d.
II. THE SOUTHERN CONTINENTS, 5s.
III. NORTH AMERICA AND ASIA, 5s.
IV. EUROPE AND THE BRITISH ISLES, 5s.

Sub-Divisions

AFRICA, 3s.
ASIA, 3s. 3d.
AUSTRALIA AND NEW ZEALAND, 2s. 9d.
EUROPE, 3s. 6d.
SOUTH AMERICA, 2s. 9d.
THE BRITISH ISLES, 3s. 6d.
NORTH AMERICA, 3s. 6d.

A SCHOOL GEOMETRY

By A. WALKER, M.A., B.Sc., and G. P. McNICOL, M.A., B.Sc. 5s. 6d.

Part I. (Books I–III) 4s. 0d.
Part II. (Books IV–V) 2s. 9d.

This book provides a sequence of propositions largely Euclidean, avoiding algebraic proofs of propositions dealing with Area and Proportion. All references to previous propositions in the course of proofs are verbal.

There is an introduction containing a term's work in practical geometry.

ELEMENTARY GENERAL SCIENCE

Edited by J. M. HARRISON. Book I, 4s. Book II, 4s. 6d. Book III, 5s.

"The author of this series has interlinked the sciences much more successfully than is usual in books on General Science. . . . References to the work of great scientists, to modern industrial practice, and to familiar phenomena of everyday life occur frequently in the text. There are some useful half-tone illustrations and a large number of clear and effective line diagrams. This soundly written and well-produced series should have a good reception."—*The Times Educational Supplement.*

A PROGRESSIVE SCHOOL CHEMISTRY

By J. M. HARRISON, M.A. Introductory Course. 3s.

One of the chief features of this popular textbook is the skilful way in which the author uses the everyday applications of Chemistry.

A SCHOOL FLORA

By W. M. WATTS, D.Sc. 5s. 6d.

A Flora for the student who has mastered the elements of botanical science. It is of a handy size so that it may easily be carried on country rambles.

A COMPLETE REVISION PHYSICS

Notes and Questions

By S. R. HUMBY, M.C., M.A., and F. W. GODDARD, M.A., F.C.S. 4s. 6d.

A readable revision book in Hydrostatics, Heat, Light, Sound, Electricity and Magnetism fully covering the various School Certificate Examinations. It contains 250 selected and graded questions from recent papers.

LONGMANS, GREEN & CO., LTD., 43 ALBERT DRIVE, LONDON, S.W. 19

Digitized by Google

to a private individual. I stated some of this in my last letter; I could produce much more if you could spare me the space, but I will mention only one thing. I have taken a random sample of last year's Higher Certificate pass list of the Oxford and Cambridge Board, and I find that of 97 candidates who passed in Group I, 87 took as their subsidiary subject another language, 6 took another 'arts' subject, 1 took mathematics, 1 biology, 1 music, and 1 drawing; of 196 who passed in Group IV, 110 took mathematics or a science as their subsidiary subject, and 86 took one or more languages or other literary subjects.

'Values' and 'Feelings' are dangerous catchwords, and I would rather leave them to the special sciences of ethics and psychology where they belong; that children should meet them incidentally before they study them seriously is not so much an opinion to hold as an inevitable fact of life, and boys will learn more of human feelings on the rugger field than they ever will from history, English literature, or a modern language. If these things are to be discussed in the sixth form they are the province of any master who is competent to do so, and there is plenty of material in science which can act as a starting point; the assumption that they can be dealt with by the linguist *as such* is simply a claim for charlatanism.

Mr. Stott's paragraph about translation astounds me; I cannot seriously believe that he reads chemistry without having "to decide what idea the author wished to convey". If this is really true I suggest that he tries *The Origin of Species*, where incidentally he will find some very good prose and some references to the Creator which may satisfy his desire for values.

Whether it is better for the young scientist to concentrate his non-scientific energies on one subject or to spread them over several must always be largely a matter of opinion, but I have seen both methods in practice and favour the latter. I would only ask Mr. Stott to leave this point as one where the individual headmaster or senior science master might go his own way. As to the common syllabus for all examining boards, I count it as unscientific because it would slow down development. At present each board learns from the wisdom (or the mistakes) of the others, and as the boards often differ in outlook and temperament there is room for different types of experiment. With one large board and a syllabus drawn up by one large committee, I fear that a sort of moral second law of thermodynamics would operate, and that all the molecules would never be moving in the same direction at once.

Finally, sir, a word as to fanaticism. There are times when it is necessary, and that time may have come for science. It may not be shouting from the housetops which has led Mr. Stott up the garden path, but it is shouting in the columns of *The Times*, in the House of Convocation, from the rostrum of the Classical Association and even, perhaps, in Free School Lane. It may be a regrettable fact, but is none the less a fact, that men are converted much more readily by statement than by argument, and though I have tried, in writing to a journal read by intelligent men, to avoid bare assertion, it is only by continual reiteration of the value of a scientific education, not by apologies for its deficiencies, that its worth and importance can be brought home to those in high places.

BRUNSDON YAPP.

9 Holywell Street,
Oxford.

HEALTH EDUCATION

SIR,—I should be grateful if you would let your readers know that this Council has now a balanced team of technical officers whose services are available to local authorities, educational institutions and voluntary organizations for help in their health education work. This team consists of medical men and women with specialized experience in different health fields, two biologist-educationists, and an educational psychologist. Between them these officers are competent to cover most aspects of health and health education.

Any of your readers who feel that they could make use of the services of these lecturers in any health education they may be carrying out can get further information from me.

ROBERT SUTHERLAND,
Medical Adviser and Secretary,
The Central Council for Health Education.
Tavistock House, Tavistock Square,
London, W.C. 1

SCOTLAND, WALES, AND NORTHERN IRELAND

CRITICISM OF SCOTTISH SCHOOLS

DURING the second reading of the Education (Scotland) Bill in the House of Lords, Lord Saltoun, according to the press reports, had some very hard things to say about Scottish education. If his indictment is to be taken seriously, he would have us believe that there is general agreement among the experts that during the past fifty years Scottish education has fallen and declined very considerably, "not only in comparison with the education given in England but also absolutely". Further, he is convinced that a large proportion of the elementary school boys, almost, on his reckoning, one third, within about a year of leaving school became practically illiterate, being unable then either to write clearly or to express their thoughts adequately, or to read intelligently or understand what they read. The reason for this "very serious situation" he attributes partly "to the great waste of time at school" of which some brilliant pupils complain to him, but more particularly to the overcrowding of the classes.

While it is undoubtedly true that reduction in the size of classes would constitute a major reform in Scottish education, it is difficult to assess the truth of these sweeping generalizations without examining the evidence on which they rest. No figures have yet been produced to enable a valid comparison to be made between the average size of classes in Scotland, grade for grade, with these in England, nor is there any scientific evidence at all to determine the optimum size of class in any grade. On this, as on many other educational matters, there is much loose speaking but no exact experimentation. Nor is there any real justification for the views expressed in regard to illiteracy. Ever since the time when Sir John Struthers was Secretary of the Scottish

(Continued on page 348)

Digitized by Google

EDWARD ARNOLD LONDON

Complete your Book List for Next Term

¶ English

SHORTER NARRATIVE POEMS. An anthology for middle forms, edited by **F. B. Pinion,** M.A. **2s. 6d.**

A CENTURY OF LYRICS, 1550-1650. By **D. C. Whimster,** M.A. **2s. 3d.**

WORDSWORTH: A SELECTION. Edited by **Bernard Groom. 3s. 6d.**

MODERN PROSE, 3s.; MODERN POETRY, 2s. 6d.; ESSAYS PAST AND PRESENT, 3s.; GEORGIAN ESSAYS, 3s. Anthologies by **Elizabeth D'Oyley.**

THOUGHT AND EXPRESSION. By **E. E. White,** M.A. **2s. 6d.**

ENGLISH EXERCISES FOR SCHOOL CERTIFICATE. By **R. W. Jepson.** An immediate success. **2s. 6d.**

INTERPRETATION FOR HIGHER SCHOOL CERTIFICATE. By **E. E. Allen.** Reprinting—we hope to have supplies by September. **2s. 3d.**

THE DISCOVERY OF POETRY. By **P. H. B. Lyon,** Headmaster of Rugby. **3s.**

¶ French

HISTOIRES DE FANTÔMES. Four of Dr. M. R. James's famous ghost stories translated into French and edited, with Notes and Vocabulary, by **R. P. L. Ledésert.** Arnold's Modern French Series. **2s. 6d.**

FRENCH PROSE COMPOSITION. By **H. A. Cartledge** and **H. E. D. Axton. 3s. 6d.**

EN AVANT! A French Course for Schools. By **M. A. Lebonnois.** Bk. I, **2s. 9d.** (Phonetic Introduction, **1s. 4d.**); Bk. II, **3s. 3d.**

A FRENCH GRAMMAR. By **Christopher Varley. 3s.**

BIEN ÉCRIRE. For Senior Students. By **M. F. Dufour.** A comprehensive post-certificate course. **4s.**

FROM ENGLISH INTO FRENCH. A Matriculation Composition by **A. G. Elliot-Smith. 2s. 6d.**

PELOTOÑOS, Libérateur de la Bolognie. The latest and funniest of **H. A. Cartledge's** stories for third-year pupils. Illustrated. **2s. 3d.**

FRÈRE JACQUES and other Simple Plays. By **Simonne Manson.** Drawings by **Jean Routier. 2s.**

LE FRANÇAIS PAR LA LECTURE. A First Reader for Adult Students. By **Marie Lips. 2s.**

¶ Latin

TRIENNIUM. A popular three-year course. By **R. D. Wormald.** Book I, **2s. 6d.**; II, **3s.**; III, **3s. 3d.**

BALBUS and **TIRONIBUS. W. Heath Robinson** and **George Morrow** illustrate these delightful Junior Latin Readers by **G. M. Lyne. 2s. 6d.** and **2s. 3d.** respectively.

¶ Geography

THURSTON'S PROGRESSIVE GEOGRAPHY. For School Certificate. I, The Home Region, **2s. 6d.**; II, Africa and Australasia, **2s. 9d.**; IIa, Britain Overseas, **3s.**; III, America, **3s.**; IV, Eurasia, **3s. 3d.**; V, The World, **6s.**

A NOTE AND MAP BOOK OF MATRICULATION GEOGRAPHY. By **G. H. Fairs.** I, The World excluding Europe, **2s. 3d.**; II, Europe and the British Isles, **2s.**

¶ History

OUTLINES OF BRITISH HISTORY. By **G. Burrell Smith,** M.A. 22 maps. **6s.** Also in two Parts, divided at 1603, **3s. 6d.** each. Separate Indexes and Time Charts.

THE ISLANDERS. A British History for Middle Forms; notable for good illustrations and some original poems. By **L. J. Cheney.** Book I, Christendom (to 1461), **3s. 6d.**

THE FRENCH REVOLUTION AND NAPOLEON. By **G. Burrell Smith,** M.A. With Maps and Index. **4s.**

FRANCE, 1815-71. By **G. Burrell Smith,** M.A. With Maps and Index. **4s.**

GERMANY, 1815-1890. By **G. B. Smith. 3s. 6d.**

OUTLINES OF EUROPEAN HISTORY, 1789-1939. By **G. B. Smith.** New (Fifth) Edition in preparation. Probable price, **4s.**

MAKERS OF WORLD HISTORY. By **R. A. F. Mears.** Ancient Times; Medieval Times; Modern Times. **3s.** each.

THE OLD TESTAMENT AND THE APOCRYPHA. A guide for Higher Forms by **A. C. Toyne. 3s. 3d.**

¶ Science

NEW STYLE TESTS IN CHEMISTRY. By **A. C. Cavell.** Rapid-test papers of brief questions. **1s. 3d.**

MIDDLE SCHOOL CHEMISTRY. By **R. H. Gibbs. 4s. 6d.**

A JUNIOR CHEMISTRY. By **S. R. Stubbs. 3s. 3d.**

HOLMYARD'S ELEMENTARY CHEMISTRY. Most famous of Matriculation texts. 476 pp., 105 illus. 13 plates. **5s. 6d.**

ELEMENTARY GENERAL SCIENCE. By **T. H. J. Field.** A fully correlated course. Bk. I, **3s.**; Bk. II, **3s. 6d.**

A YEAR WITH NATURE. By **J. E. Roberts.** Reprinting—we hope to have supplies by September. **3s. 6d.**

A JUNIOR PHYSICS. By **W. G. Allanson. 3s. 3d.**

INTERMEDIATE PHYSICS. By **C. J. Smith,** Ph.D., M.Sc. Second Edition. Reprinting—we hope to have supplies by September.

¶ Mathematics

AIR NAVIGATION FOR BEGINNERS. By **A. W. Siddons. 1s.** net.

SIMPLE ALGEBRA. By **Michael Milford** and **R. C. Lyness. 3s.** (With Answers, **3s. 6d.**)

A NEW ARITHMETIC. By **F. A. J. Rivett.** A School Certificate Course with a wealth of good examples. With Answers, **5s. 6d.**; without, **5s.** Also in two parts, with or without Answers.

ARITHMETIC AND ACCOUNTS. By **H. L. Jones.** Book I, **1s. 9d.**; Book II, **2s.**; Answers to both, **1s.**

A FIRST TRIGONOMETRY. By **S. N. Forrest. 2s.**

GROUNDWORK OF SCHOOL GEOMETRY. By **F. A. J. Rivett. 2s. 6d.**

MATHEMATICAL TEST PAPERS FOR SCHOOL CERTIFICATE. By **C. J. Cozens. 1s. 4d.** Answers, **6d.**

HIGHER MATHEMATICAL PAPERS. By **C. J. Cozens.** Some 1,200 classified problems, with Answers. **3s. 3d.**

FIVE-FIGURE TABLES OF MATHEMATICAL FUNCTIONS. By **J. B. Dale,** M.A. **5s.**

LOGARITHMIC AND TRIGONOMETRIC TABLES, to Five Places of Decimals. By **J. B. Dale. 2s. 6d.**

EDWARD ARNOLD & CO.
LONDON: 41 & 43 MADDOX STREET, W.1

Digitized by Google

Education Department, the English subjects have taken pride of place in the elementary-school curriculum, and there is no reason to believe that they are worse taught now than they were half a century ago. Rather the reverse. As for these somewhat futile comparisons with England, while it may be true that there has been a greater relative advance south of the Border than north, the fact, if it be a fact, is certainly not admitted by many Scottish educationists including the ex-Secretary of State. Lord Saltoun indicates that he would like to see the whole educational system overhauled with a view to providing better elementary education, and this is precisely the task on which a Committee of the Advisory Council on Education is at present engaged. Its report should be available before the end of the year.

EDUCATION (SCOTLAND) BILL

FEARS in regard to the fate of the Scottish Education Bill have proved unfounded. While it was generally expected that the educational reforms incorporated in the Bill would be accepted, it was regretfully anticipated that the more controversial clauses dealing with the administration machinery would have to be dropped. Miraculously, however, the Scottish Grand Committee in the course of a two hours' sitting disposed of the whole ninety-two clauses and six schedules with the omission of one important subsection dealing with co-opted members. Mr. Allan Chapman, Joint Under-Secretary for Scotland, indicated that it was the Government's intention to drop the machinery clauses of the Bill and to proceed by agreement with those affecting educational reform. Taking exception to this course, Mr. Johnston, former Secretary of State, insisted on the necessity of retaining all the machinery clauses, except the one already referred to, in order to keep in the Bill the provision for the submission of educational schemes, and the powers of delegation. On a division Mr. Johnston carried his point by one vote, and the issue of the constitution of the education authorities is left, as was originally intended, to a free vote of the House. The only other amendment of importance approved that the new standard scales of salaries to teachers should be ante-dated to April 1, 1945, so that they might operate simultaneously with the change in England.

The result is a personal triumph for Mr. Johnston, for there is no doubt that his tact and persuasiveness saved the situation. In this, as in other matters, Mr. Johnston has proved himself one of the most able and energetic Secretaries that Scotland has ever had, and there is widespread regret that he should demit office at a time when Scotland is in sore need of his capable direction and steadfast purpose. But what he has achieved will not readily be forgotten, and educationists have reason to be grateful for his devoted and distinguished service to their cause.

THE NEW SECRETARY OF STATE

THE appointment of Lord Rosebery to succeed Mr. Johnston as Secretary of State for Scotland raises the question as to whether he can participate in the proceedings of the Scottish Grand Committee. Although the reply of the Prime Minister was inconclusive, it at least suggested the possibility of Lord Rosebery continuing in his office if the Government were successful at the polls. In the event of a Peer holding this office in the new Parliament there would certainly be forthcoming a good deal of criticism of the absence of the Secretary from the Commons, and to allow him to take part in the proceedings of the House would raise a difficult constitutional issue. On all counts there is a general feeling that the Secretary should be a House of Commons man, and it is now forty years since a Peer, Lord Novar, held the post.

The new Secretary has proved to be an ardent and capable supporter of Scottish claims, and his strong speeches in favour of Scottish schemes, notably the Forth Bridge and the Prestwick airport, already threatened by the indifference of Whitehall, were noted and approved by the Scottish people.

WALES

THE establishment of a basic scale of salaries, applicable to all local education authority schools, has drawn the attention of some local education authorities in Wales to the possibility that parity of conditions of service will not be attained if each authority independently interprets various regulations which have a bearing on holidays, special allowances for posts of special responsibility, and the distribution of these allowances. At the last meeting of the Executive of the Federation of Education Committees, the request of the Counties of Pembrokeshire and Carmarthenshire and of the City of Cardiff that these matters be considered was made not on the ground that a high degree of uniformity should apply throughout Wales, but that the terms of the Burnham Report and the relevant regulations in Grant Regulations 2 made it imperative that local education authorities should be fully appraised of the dangers of free, unfettered action in these matters. The Executive appointed a Sub-Committee to report to the Annual Meeting of the Federation. It would be highly undesirable if neighbouring authorities used the regulations as a means to indulge in a scramble for teachers. The attention of the Federation was called to the fact that London was already consulting neighbouring counties on these very matters.

NORTHERN IRELAND

FULL agreement has been reached between the Government of Northern Ireland, the Protestant Churches, and the Orange Order on outstanding questions relating to the teachers' conscience clause under the proposed new educational system. An official statement on the matter says:

"Negotiations have been taking place during the past few weeks in regard to difficulties that have arisen over the arrangements for Bible instruction in the new educational system. At a meeting of the Unionist Members of the House of Commons with the Prime Minister and Minister of Education, the following statement of policy was agreed upon: '(1) It is the policy of the Government that the rights at present enjoyed by parents and school management committees under the 1925 and 1930 Education Acts will remain unaltered subject to an agreed conscience clause to be formulated to meet the objection to compulsion on the teacher; (2) the question of the appointment of a teacher by a school management committee without having recourse to the local education authority will be further examined with a view to improvement in the present basis of appointment.'

"Representatives of the Protestant Churches and the Orange Order met the Prime Minister and the Minister of Education this week and discussed outstanding questions of the conscience clause. As a result of this meeting, full agreement was reached to the complete satisfaction of all concerned."

Digitized by Google

Fifteen German Poets From Hölderlin to George

S. H. STEINBERG, Ph.D. 5s.

This collection of 241 poems represents the work of the outstanding lyrical writers in German literature, excluding Goethe, whose very supremacy places him beyond its compass. Each poet has been allotted approximately the same space, though not an equal number of items. There is in each case a biographical introduction and Notes.

Supplementary Exercises to a Revision Course in French Grammar

J. P. BOWDEN, M.A. 1s. 6d.

The exercises in this book are offered as supplementary or alternative to those in the author's successful *Revision Course in French Grammar*. These new exercises, which again give special attention to the treatment of verbs, are roughly progressive in difficulty.

Modern Travel: An Anthology

"THE SCHOLAR'S LIBRARY"

FREDERICK T. WOOD, B.A., Ph.D. 3s. 6d.

A dozen extracts from modern travel literature chosen for their literary merit as well as narrative or descriptive interest. Many different countries are represented, while the means of travel are as varied and diverse as the customs and the scenery.

Selections from the Old Testament

ANTONY GILKES, M.A., and GUY BOAS, M.A. 4s. 6d.

The text followed in these passages from the Old Testament and the Apocrypha is that of the Authorized Version, but the historical and narrative portions are presented as continuous prose, the prophetic and poetic passages as verse. Excerpts from one Book have also been inserted at times among passages from another. Each section has a short explanatory introduction, and there are Notes.

NEW MACMILLAN BOOKS

A Background of Physical Geography

GEORGE P. KELLAWAY, B.Sc., F.R.G.S. 8s. 6d.

A comprehensive foundation in Physical Geography for students in the Advanced Courses of schools and colleges, particularly those preparing for the "higher" examinations (Higher School Certificate, Intermediate Degree, &c.). The numerous diagrams will facilitate a more thorough understanding of the essential principles involved.

School Physics. Part 2

T. M. YARWOOD, B.Sc. (Hons.) 7s. 6d.

Part II of this book completes a 4-year concentric course of School Certificate standard in the various branches of Physics. Applications to everyday life are given full consideration. There are worked examples of numerical problems, and exercises for the student. There is a classified collection of School Certificate questions set by various examining bodies.

An Introduction to Algebra

G. W. WALTERS, B.Sc. (Hons.)

Without Answers, 2s. 6d. *With Answers*, 3s.

Mr. Walters' scheme, which covers a first year's work, is to discuss (1) the shorthand of algebra; (2) the solution of equations and simple problems; (3) simple formulae; all with reference to one process. This scheme is then repeated with two processes. There is an unusually large number of "examples." All questions have been tested with forms of varying ability.

A Text-Book of Heat

G. R. NOAKES, M.A. (Oxon.), F.Inst.P. 10s. 6d.

A course in Heat which will meet the requirements of Higher School Certificate and University Scholarship Examinations. Special care has been taken to expound principles thoroughly, and the limits of accuracy of experimental work is discussed. Questions from recent examination papers are arranged at the ends of chapters.

MACMILLAN & CO. LTD., St. Martin's Street, LONDON, W.C.2

Digitized by Google

EMPIRE AND FOREIGN NEWS

SOME EDUCATIONAL EXPERIMENTS IN NEW ZEALAND

By WINIFRED LEE

TO understand the significance of any educational experiment in another country, one must see it against the background of its own educational system. New Zealand's system differs from that of England in several important respects.

In the first place, all State education up to the university is free. There is no 'scholarship' system of entry into secondary schools, which are adequate to cope with all children who desire a secondary education, whether professional, technical, commercial, or agricultural. The junior high schools, admitting children of Forms I and II, are not firmly established as yet, which means that the primary or elementary schools retain most children up to the age of 13 or 14.

Secondly, there is a difference in the control of each individual school. There is nothing in England, so far as I know, which bears any resemblance to New Zealand's "School Committee". Every New Zealand school, however small, has its own school committee elected to office by all the householders of the district, and consisting, for the most part, of parents of the children concerned. Working in close co-operation with the head-teacher, its main functions are to deal with the financial side of the running of the school, and generally to watch over the interests of its children. Something of the great importance and influence of the school committee may be gleaned from a later article in this series.

Thirdly, there is the attitude towards rural education. According to newspaper advertisements, only uncertificated teachers need apply for some country schools in England. In New Zealand the Education Department (the central educational authority) is determined that the country child shall not suffer educationally through remoteness. Therefore, in order to attract good teachers, it makes a special "country allowance" to rural teachers, as well as a "remote allowance" if the school is particularly isolated. Consequently, among teachers of the same grade, the highest paid and many of the highest qualified are to be found in country schools.

Finally, and most important of all, is the matter of freedom. There is real freedom to a marked degree in New Zealand, freedom which has grown out of the abolition of the examination system about ten years ago. This far-reaching reform was hailed with the blackest foreboding by many people who believed that the examination bogy was the only means of keeping the teachers up to scratch. But the Education Department was willing to trust its teachers, a trust which has been well rewarded. Freedom from the chain of the examination curriculum has opened the door to the conception of a more liberal education. The teacher is able to put into practice many of the ideas formerly squashed by head-teachers anxious to maintain a high percentage of passes. While the Head still controls the educational policy of his school, he is now more open to suggestion and more willing to experiment. If a young teacher finds himself hampered by the authority of the Head, he can always take a country school where he can teach what he likes, how he likes, and when he likes. There is no interference from the Inspectorate unless it is convinced he is slacking.

The school in which I conducted my experiment was a small country school of about twenty children whose ages ranged from 5 to 15. It was situated in a deep drowned valley in a mountainous volcanic peninsula, fifty miles from the nearest town. Though there was no rail or bus service to the town (a launch ran twice a week, weather permitting), the school did not qualify for the "remote allowance". "Remote" in New Zealand means practically inaccessible. The school, a large single room, was perched on the top of a bank luxuriously covered with native bush, at the foot of which babbled a crystal clear stream. A mile or two down the road was the sea. Three roads met at the school leading up the steep hills on either side and at the rear. The grade of two of these roads was one in three, so you who are motorists, or who *were* motorists, will know just how steep. Down these roads came the children to school, from their homes tucked away in the hillsides, homes of hardworking, thrifty, independent dairy farmers.

The children were ordinary healthy, well-fed country children. Only two were much above the average in intelligence, but there were no 'duds'. Compared with town children they were less sharp-witted and more stolid, but infinitely more self-reliant and independent. Many had to work hard at home. Some boys had to help to milk sixty cows night and morning. It takes about four minutes to milk a cow by machine.

As I planned my curriculum, I had one important thing to bear in mind. In this particular district it was not often that a child went on to secondary school, which meant boarding away from home, an expense few farmers could afford. Therefore, to all intents and purposes, formal education ended when the child left my school. It was no use laying the foundations of an edifice which was never likely to be built, so I scrapped several items including formal grammar and most of the mathematics usually regarded as essential. It was not that I regarded these things as without value. Time, relentless, precious, and fleeting, decreed that the important must be sacrificed for the more important. Therefore, in planning my curriculum, I tried to estimate the relative importance of the various branches of learning in relation to these particular children in these particular circumstances. Some subjects were discarded. Some, which had hitherto had no place, were added. Some were approached from such a new angle as to appear different subjects. It is of these experiments in curriculum and also in general organization that I propose to write in the following articles.

Whenever any drastic alteration in the accepted way of life occurs, there is bound to be trouble. My experience was no exception. The children at first regarded me with the deepest suspicion. One of my earliest ventures was to cut out all arithmetic for a week. Although the children all "hated arithmetic", they, having been used to "arithmetic first period" all their lives, considered this innovation quite monstrous. They felt they weren't being taught properly! However, that attitude speedily vanished when they discovered that they were indeed being taught, and being taught things of which they

(Continued on page 352)

Digitized by Google

VISUAL EDUCATION

The Graphic Series

A HISTORY OF THE ENGLISH THEATRE

FROM ELIZABETHAN SOURCES TO THE PRESENT

By RICHARD SOUTHERN

I THE PLAYHOUSE
II THE SCENERY
III THE COSTUME

3-80 FRAME FILM STRIPS. PRICE 35/- EACH INC. TAX
3-50 PAGE TEACHING NOTES. PRICE 5/6 EACH NO TAX

COMMON GROUND LIMITED

GLEBE PLACE LONDON, S.W. 3

Digitized by Google

could realize the value. The inspectorate offered no opposition, regarding the departures from the orthodox with interest, and sometimes with enthusiasm. The main opposition came from the parents. The isolation of this valley community and its neighbouring communities tended to foster a very conservative outlook. These people heartily denounced the education system which produced them. " Look at the hours we spent over history ! What good has it done us ? " they would say. But let any one deviate from that same system in the slightest for their children, and there was an uproar ! However, most parents eventually became either reconciled or resigned to my innovations.

This, then, was the background to this group of educational experiments made in New Zealand recently.

CANADA—EDUCATION THE KEYSTONE OF DEMOCRACY

By L. J. LEWIS, Colonial Department, University of London Institute of Education

IN the annual Convention of the Canadian Teachers' Federation, 1942, a resolution was passed resolving that a Committee of Reconstruction be set up to initiate, direct, and correlate a programme of reconstruction. The work of that Committee has now been issued as a report. Apart from its significance as the considered concept of the existing situation and the steps necessary to establish post-war education in Canada on sound foundations, the production of the report marks an important advance in two new directions. The teachers as a body have deliberately left what has normally been their position of academic neutrality towards the socio-political factors which play so considerable a part in the lives of the people for whom the teachers are responsible for training ; and for the first time a Dominion approach as opposed to a provincial survey has been adopted towards Canadian education.

The report is divided into five sections :

Section A. After accepting the definitions of the Good Life of Dr. George S. S. Counts, referring to the Four Freedoms of the Atlantic Charter, and summarizing the essential responsibilities of the International and National Fields, the Committee recommends that the policy of the Dominions Government be directed towards elimination of all restraints to trade among nations, the extension of the study of the national resources of Canada, the development of a comprehensive plan of public works and improvements to ease the transition from war to peace, the provision of legislation for comprehensive social security, and the continuance of Government control necessary to attain these aims.

Section B.—Reconstruction in Education. Emphasis on the international field is made by acceptance of the charter set forth by the conference of the Institute of Educational Reconstruction of New York University, which makes the following statements :

That education shall be built upon truth.

That communities and nations shall guarantee freedom to teach and to study.

That through education we shall seek to promote health.

That through education we shall prepare all individuals to contribute to the work and life of the world.

That through education we shall seek to develop active world citizens.

That education on an equal basis must be guaranteed by all governments.

The Committee also recommended that the World Federation of Education Associations convene at the earliest possible moment a conference of the functional leaders of those member organizations able to send delegations, for the purpose of considering post-war problems and for the further purpose of insisting that the voice of education shall be heard at the Peace Conference.

Section C. The National Field. The recommendations of this section of the report press for raising the status of the teaching profession, that teacher-training institutions be so equipped and organized as to attract the best authorities and to give facilities for personal help and guidance in training, that emphasis be placed on child-guidance and teaching-practice, and that school buildings and equipment be such as will produce conditions for first-class professional service.

In considering the need for national unity, the Report recommends special study of the problems of the chief nationalities in the Dominion to seek the satisfactory welding of the peoples into a Canadian unity. A step in this direction lies in envisaging reciprocal agreement between Provinces to validate teachers' certificates throughout the Dominion and thereby encourage free exchange of teachers.

Section D. The Urgent Needs. This section of the Report which occupies a third of the whole statement is given to the consideration of immediate post-war needs. The community's responsibilities towards those individuals whose education has been affected by war demands are given first consideration, and suggestions are made for meeting them. These include extension of Army Trade Schools and Canadian Legion War Services activities, adequate financial provision to ensure advantage being taken of the facilities available, the setting up of a corps of teachers for these emergency technical courses, and the provision of satisfactory courses in citizenship and the liberal arts in addition to the vocational training.

The report requests that the provision of the emergency measures be made a Federal responsibility.

The Committee noted that extension of vocational guidance in the Canadian school system is much to be desired and makes recommendations accordingly. Legislation is asked to provide compulsory full-time education to 16 years of age and part-time education to 18 years of age. The standardization of the grading for entry to institutions of higher learning is recommended, and a study of the varieties of grading existing in order to obtain a uniform standard in basic subjects throughout the Dominion is asked for.

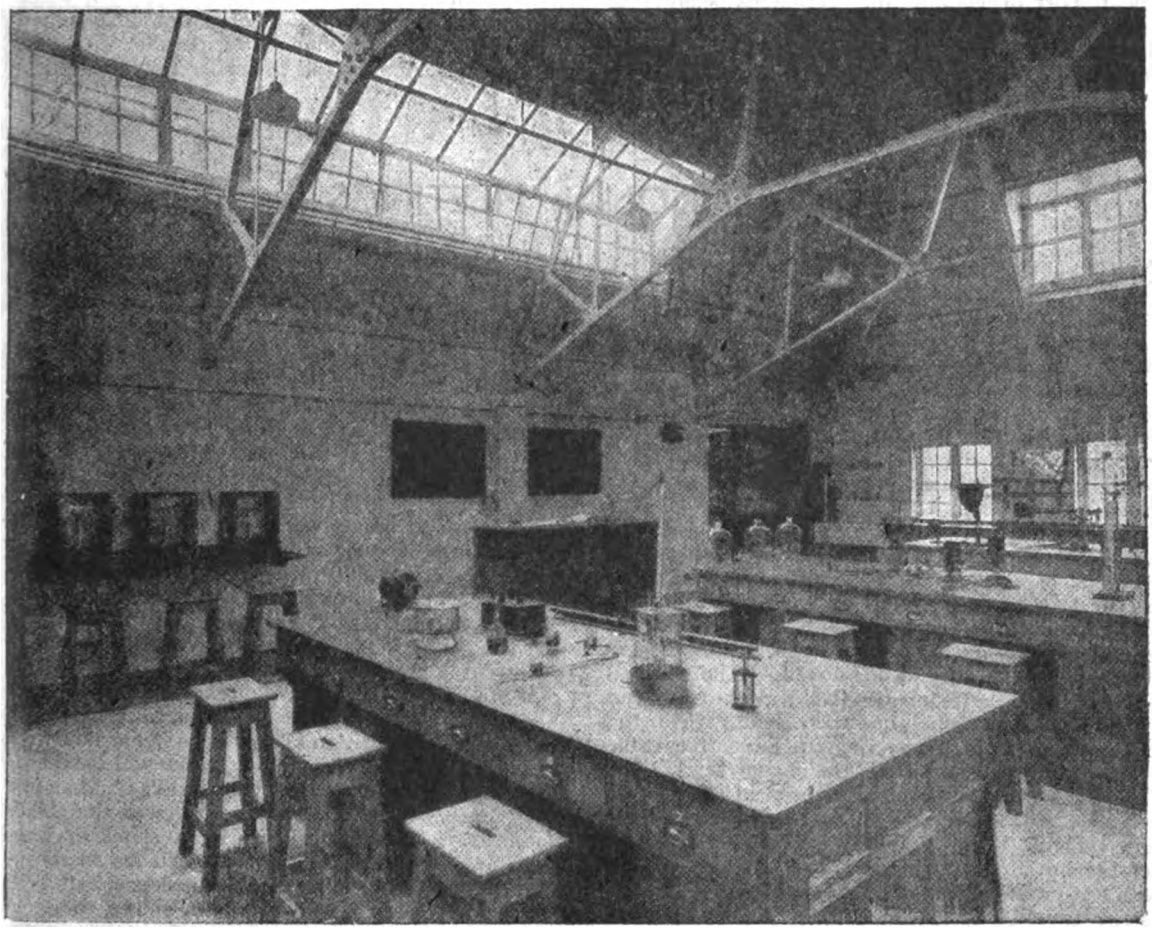
Consideration has been given to extra-curricular activities, library facilities, leisure problems, health and physical fitness.

The Committee examined the financial implications of the programme outlined, recognized the limits of provincial capacity to pay, and press for recognition of the need for Dominion Government support on adequate scales if satisfactory reorganization and development are to be forthcoming.

Provincial teachers' organizations are requested to take steps to examine the implications of the report. A Conference of the leading national organizations in education is called for to consider the Report and the need for " Federal Aid for Education ". It is suggested that in return for financial aid the Dominion Government might reasonably expect a recognition of duties and privileges by the future citizens of a Christian democracy, equal opportunities for

(Continued on page 354)

Digitized by Google



Battersea Polytechnic

LABORATORY EQUIPMENT

The Educational Supply Association supplies complete laboratory equipment of the highest quality for every type of school, including all furniture and fittings required for the science block. All equipment is manufactured at our Stevenage factory and complies with the standards laid down by the Ministry of Education.

A PART OF THE ESA SCHOOL SERVICE

Catalogues are scarce, but can still be supplied to Principals

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1 *Telephone:* Holborn 9116 · Stevenage, Hertfordshire. *Telephone:* Stevenage 500

E/88

Digitized by Google

education and a reasonable standard of agreement between provinces of curriculum requirements.

The Report brings out three problems peculiar to Canada, the need for equating the relative capacity and responsibilities of the Province and the Dominion in meeting the costs of development, the satisfactory removal of varying standards of qualification at the different grades and entry to higher education, and the resolving of local nationalism into a Canadian nationalism.

In addition the report records fundamental problems which are common to or parallel with those found in this country and the other English-speaking units.

EDUCATIONAL MEETINGS

FOUR public lectures were given at *The College of Preceptors* on certain Saturdays in the Easter Term.

On January 20, Mr. David Wills, author of *The Hawkspur Experiment*, spoke from his experience of the Barns Hostel School on "Self-Government in a School for Difficult Boys". He explained that the form of organization which he had adopted—he preferred the term "shared responsibility"—had been chosen for three reasons. First, his deep respect for personalities as yet not fully revealed ruled out any possibility of adult domination, and the usual insistence on the child's alleged duty of obedience to his elders, except where his health and well-being was in danger. Secondly, he was dealing with children many of whom had been denied the normal affection of parents, and whose primary need was the feeling that they were loved. The normal discipline based on fear was, therefore, barred, and another kind of discipline had to be found. Thirdly, and least important, there was the educative value of "lawless" boys framing their own laws. Mr. Wills gave many illustrative details of how these principles had been applied to a school of some thirty difficult boys, and described how from considerable initial disorder there had evolved various degrees of ordered freedom. He emphasized that he was tied to no rigid system, but that on the contrary what suited one "generation" might not suit another, and he felt quite free to encourage experiment and innovation.

On February 17, Mr. A. C. Toyne, author of *Religious Teaching in Schools*, speaking on "The Teaching of Religious Faith in State Schools", said that faith could never be taught, though it could come only to those who were taught to recognize a moral order in the universe. It was the task of the schools to present a spiritual interpretation of life. In view of the coming vast expansion of secondary education were there enough potential teachers ready to specialize in religious teaching? The Church must reform its services and make its faith clear if men and women of ability were to come forward to take part in religious teaching. People confused the Christian faith with medieval thought and Hebrew theology, this being largely due to the use of ancient terminology and ambiguous expressions in public worship. Mr. Toyne suggested that teachers must preserve impartiality and keep personal bias out of their lessons, and therefore they could not tolerate clerical interference in the religious syllabus, since clergy and ministers must ever be evangelists and proselytizers. The Christian faith should be taught, but, while it should receive particular attention, it should also be fitted into a scholarly treatment of religion as a whole—its origin, history, and influence on world civilization. If religion were thus treated teachers would be forthcoming; but not if it remained a mere teaching of Scripture or became a field for the missionary activities of the Churches. The Agreed Syllabuses were based too much on the direct study of the Bible, a study which led teachers into a morass of difficulties of interpretation, critical analysis, and geographical, historical, and social background in which religious teaching became lost. The Bible was not a text-book: it was not systematic and it was written neither for the class-room nor for children. Its place in the class-room was that of a book of reference to illustrate lessons given from a modern text-book. There was great need for such books treating religion on the broad lines indicated. At least two periods a week and a homework should be given in secondary schools, and the work carried on to the sixth forms. Mr. Toyne ended by appealing to the Church to make its faith clear, not to press for the evangelizing of the schools, and to be satisfied with the laying of foundations on which they could then build in the parishes.

On March 10, Mr. Toni del Renzio spoke on "The Child's Brain—A Surrealist Approach to Education". The title and inspiration of his paper were taken from an early painting of Giorgio de Chirico which told the dreams and grievances of all the world's children in a jealous father-image. Its innocence was the child's denunciation of the adult world, a shocking innocence, having nothing in common with the sentiment of Millais' "Bubbles". Such innocence had been revealed by children who had been shown the technique of 'decalcomania', a means of procuring automatic stains. Its value had been enhanced by the researches in voluntary hallucination of the Marburg School. How could education ensure the survival of this lyrical element in the child through adolescence to adult manhood? Only by being continuous at all levels of consciousness. It was only in a balanced society that there could be balanced people, learning more from example than from precept. As Calas said, since the child must change society his lyric faculty must not be inhibited but strengthened. Thus his taste for universal knowledge would be encouraged. Teachers must become aware of their own as well as the children's motives. Avoiding current specialization they would share the feeling for universality.

On March 24, Mr. Kenneth Lindsay, M.P., gave an illuminating survey of "Present Trends in Education in the United States". To understand a nation's educational system, he said, was to go a long way towards understanding the nation itself. You could not study an educational system without obtaining some idea of the social and economic history of which it was a part. Deprecating our too insular outlook he maintained that we should long since have produced a first-class study of American education.

Referring briefly to the past, Mr. Lindsay told how in the earliest Colonial times American education had been dominated by the Church, and the right of the Church to dictate the teaching in the schools had been plainly recognized by the State. Later this

(*Continued on page 356*)

Digitized by Google

Radio Education to be "laid on" like water or gas?

AT present only one-third of the schools in England are able to make use of the B.B.C. broadcasts.

But if the plans of radio engineers for post-war development are realized, all this will be changed. Every school will be able to use radio to bring men, women, and children of all nationalities, and representatives of all trades, professions and arts, into the schoolroom.

Many schools in Britain are already connected by Rediffusion to the B.B.C. studios. They receive their broadcasts through special lines, which first pass through the Rediffusion control room, where any imperfections are removed, and are then relayed by wire to the school itself. There, a simple two-way switch and carefully placed loud-speakers complete the equipment.

The advantages of the system are readily apparent. Many of the broadcasts aim at taking the children through time and space on the magic carpet of radio, and give a greater reality to hundreds of subjects than any text-book can hope to do.

True-to-life reproduction

The whole success of the broadcast depends on the feeling of reality produced in the students' minds. Once this reality is lost, most of the advantages have gone and there can be no quicker way of losing it than through bad reception. Unless the reproduction in the classroom is equal to the production in the studio, most of the effort has been wasted.

The only way of making certain that no distortion or electrical interference will mar the programme is to be connected direct to the studio by private wire. Rediffusion engineers have had many years experience in the correct placing and tone of their loud-speakers, and once they are installed, the school is certain of trouble-free and precise reproduction of the studio performance.

REDIFFUSION

BROADCAST RELAY SERVICES LTD.

VICTORIA STATION HOUSE, VICTORIA ST., LONDON, S.W.1

operates in the following areas

BANGOR (CO. DOWN), BARGOED, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

alliance of Church and State in the educational field had been broken and the secularization of education had been secured. America had always believed in the liberating power of education, and in an abiding union between education and democracy. High School and College were stairways to position and power.

From inquiries addressed to prominent educationists in the United States the speaker had gathered that the ten most important matters engaging the attention of administrators were: (*a*) The education of men and women who would be released from the services for industry; (*b*) the general relation of education to the coming peace; (*c*) the conflict between progressive education and the traditional discipline of the three R's; (*d*) educational finance; (*e*) unity of administration; (*f*) alternative courses in secondary education; (*g*) the relation between professional studies and the liberal arts at the university level; (*h*) nursery schools; (*i*) juvenile delinquency; (*j*) education and occupation. Their problems were comparable with our own, and each nation could profitably study the solutions at which the other was arriving.

In examining certain aspects of these problems, Mr. Lindsay pointed out that, despite much that had been said or written to the contrary, there was a great deal of inequality of opportunity within States and as between the various States. Nevertheless, during the period of unemployment and depression, which lasted from 1933 to 1940, the number of boys and girls of the 15 to 19 age groups in attendance at school had increased by 25 per cent., and grants for vocational studies and training had also increased. Unemployment indeed had, in the United States as elsewhere, given an impetus to the organization of special provision for Youth. While much stress in American education was laid on equality, and much attention was being paid to methods of selection and means of developing the talents of highly endowed children, there was a firmly rooted feeling that everybody ought to have a chance. In the course of his lecture Mr. Lindsay corrected a misconception popular in this country that American high schools were all of great size. Only 15 per cent. of American children, he said, attended high schools with a roll of more than 500, while 40 per cent. were in schools with less than 100 pupils. Half the child population lived in the countryside or in small towns. There were over 500,000 in private schools, mostly in the East. Further education, too, was also receiving increased attention, due weight being attached to the occupational bias of the area in which the college was situated. Mr. Lindsay gave an interesting account of the quasi-vocational studies pursued in the Los Angeles City College. There was evidence, however, that many men at present serving in the American Forces would express a desire for a return to liberal and humanist studies when the war was over. Mr. Lindsay concluded by urging the need for some permanent machinery to be established by which the two nations could arrive at a closer understanding through the continuous study of their respective systems.

MR. ALBERT SMITH, in his presidential address to *The National Association of Head Teachers*, devoted part of his speech to criticism of the Education Act. He wondered where the idea originated that it is easier to teach a class of forty in a primary school than one of the same size in a secondary school —the size of the class-room being the same for both. His experience suggested that juniors need far more space for their activities than seniors. Going on to refer to the shortage of teachers, he remarked that even before the war there was an annual wastage of teachers due to retirements, deaths, marriage, and disability of about 12,000, while the annual intake from Training Colleges and Departments was only 7,000, leaving a shortage of 5,000 a year, though the gap was narrowed by the admission of uncertificated teachers. During the war the intake of men into the profession had been negligible, and large numbers of those teachers who entered the Forces would not return. A whole generation of children had suffered. He was not going to say that no better plan than the Emergency Scheme for training teachers could be found, but he had not seen one yet. The ultimate success of the new entrants would depend largely upon the head teacher under whom they served, for they would need sympathetic help and encouragement. They should be given ample facilities for refresher courses during their professional life. As regards normal training, he hoped that Scheme A of the McNair Report, which recommended University Schools of Education, would ultimately be adopted. Speaking of the status of heads of schools, he said it was not merely a question of salary; it was an attitude of mind. Too long had teachers suffered outsiders to dominate them. There were Heads who were much too prone to bow to the whims and fancies of inspectors.

There was danger that in the siting of schools the primary schools would be fobbed off with the second best. He had often seen mean-looking schools by the side of a railway. When playgrounds were inadequate it was no wonder that juvenile delinquency occurred. A good case could be made out for every boy and girl living one complete term in a school camp.

The Conference passed resolutions calling for parity of conditions between primary and secondary schools at all stages; improvements in the service of school meals; greater financial assistance to local authorities; abolition of fees in all schools receiving public money; and full rights of citizenship for all teachers.

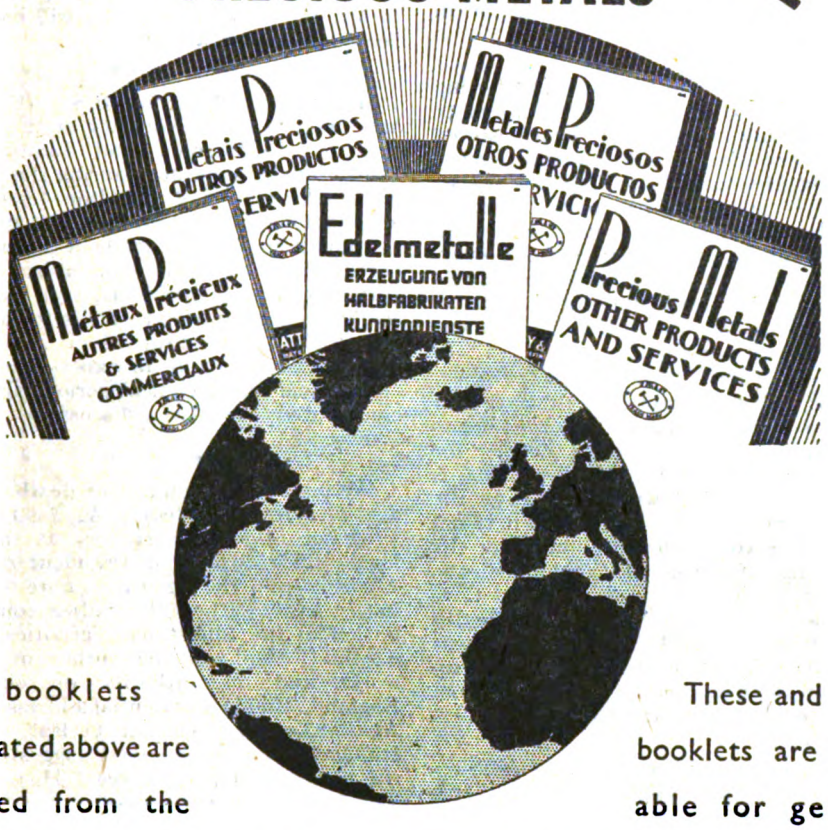
PERSONAL NOTES

WE are glad to see service to education acknowledged in the following awards of Birthday Honours:—*K.B.*: L. T. Casson, M.C., lately Drama Director for C.E.M.A.; Councillor W. H. S. Chance, Chairman, Smethwick Education Committee; H. E. E. Crastor, Bodley's Librarian; C. E. Inglis, F.R.S., lately Professor of Mechanical Sciences, University of Cambridge; F. Tillyard, Emeritus Professor of Commercial Law, University of Birmingham. *C.B.*: G. G. Williams, Principal Assistant Secretary, Ministry of Education. *C.B.E.*: R. S. Brownell, Permanent Secretary, Ministry of Education, N. Ireland; Miss A. Mure Mackenzie, D.Litt., for services to the study of history in Scotland; F. F. Potter, Director of Education, Cheshire; J. Wishart, General Secretary, Educational Institute of Scotland. *K.C.V.O.*: Sir Eric Maclagan, Director and

(*Continued on page 358*)

Digitized by Google

THE WORLD'S CLEARING HOUSE FOR PRECIOUS METALS



The booklets illustrated above are selected from the range that we are sending daily to all parts of the world. Since 1817 we have been specialising in everything relating to the precious metals.

These and other booklets are available for general information as to the many forms in which precious metals are used in trade and industry to-day. Please ask for those which interest you.

JOHNSON, MATTHEY & Co., LIMITED

HEAD OFFICE

73/83 HATTON GARDEN, LONDON, E.C.1

71-73, VITTORIA STREET, BIRMINGHAM 1.

OAKES, TURNER & CO., LTD 75-79, EYRE STREET, SHEFFIELD, 1

Digitized by Google

Secretary, Victoria and Albert Museum, 1924–1945. In addition, a number of men and women concerned with education have been awarded O.B.E.s, M.B.E.s, and B.E.M.s.

* * *

The Ministry of Education have appointed Sir Alfred Zimmern to be Adviser to the Branch of Information and External Relations. From 1930 to 1944 Sir Alfred was Montague Burton Professor of International Relations at Oxford University, and is the author of many well-known works on historical subjects.

* * *

Mr. H. E. M. Icely will retire from the Readership in Education at Oxford University in September next. During his tenure of office, Mr. Icely fostered the intelligent study of education in academic circles. Mr. C. H. Dobinson, Headmaster of King Edward VI Grammar School, Birmingham, has been chosen as his successor. Mr. Dobinson has initiated many interesting experiments in the education of city boys. He is a frequent lecturer and broadcaster on educational matters, and is especially interested in adult and international education, and in the development of rural education for city dwellers.

* * *

Mr. A. L. Binns, C.B.E., Director of Education of the West Riding of Yorkshire for the past nine years, has been appointed Chief Education Officer for Lancashire, succeeding Sir Percy Mealden, who is retiring. Mr. Binns is 54 and won the M.C. in the last war. He has been a member of several national committees, including the Fleming Committee, the Emergency Training of Teachers Committee, the Ministry of Education Committee on Standard Construction for Schools, and the Ministry of Health Advisory Committee on Child Welfare. He was President of the Association of Directors and Secretaries of Education in 1932, honorary secretary from 1939 to 1944, and is at present its treasurer.

* * *

Dr. E. J. F. James, assistant master at Winchester College, has been appointed High Master of Manchester Grammar School.

* * *

The Governing Body of Oundle School has appointed as from next September Mr. G. H. Stainforth, at present an assistant master at Wellington College, as Headmaster of Oundle School in succession to Dr. K. Fisher.

* * *

Mr. Stanley Stubbs, Headmaster of Soham Grammar School, Cambridgeshire, has been elected to the Headmastership of the Perse School, Cambridge.

* * *

Mr. W. B. Sproat, M.A., McNabb House, Dollar Academy, has been appointed Headmaster of St. Mary's School, Melrose. He will begin his new duties in September.

* * *

A Committee has been set up to raise a fund for the purpose of setting up in the borough of Tottenham a memorial to the late Alderman A. J. Lynch. In view of his work for youth it is proposed that the memorial should take the form of furnishing a " Silence Room " at the local Youth Club which, it is hoped, will in future be known as " The Lynch Club ", and to erect a plaque worthy of his memory in a suitable position. In addition it is suggested that an annual prize, to be known as " The Lynch Prize ", should be established at the Tottenham Grammar School, of which he was Chairman of the Governors for some years. Cheques should be made payable to the "A. J. Lynch Memorial Fund ", and sent to the Treasurer, Mr. A. C. Goddard, J.P., A.C.A., High Road, Tottenham, N. 17.

* * *

Mr. J. L. Brereton, M.A. (Cantab.), has been appointed Secretary to the Cambridge Local Examinations Syndicate from April 1, 1946, in succession to Mr. W. N. Williams, who will continue to act as Secretary until that date.

* * *

Mr. Hubert Watson, B.Sc. (Econ.), has been appointed General Secretary of the British Association for Commercial and Industrial Education. Professionally associated during the past thirty years with many aspects of education—elementary, secondary, commercial, technical, adult, and part-time day continuation—he has made a special study of the organization of modern industry and trade, and current economic problems, and has written extensively on these subjects. He is the author of various text-books, the editor of a successful series of students' books, and an experienced contributor to educational and technical periodicals. He has often contributed to the discussion at educational conferences.

* * *

We regret to announce the death on May 9, at the age of 57, of Professor A. S. Turberville, M.C., Professor of Modern History at the University of Leeds since 1929, and President of the Historical Association. During the tenure of his Chair at Leeds, Prof. Turberville made a considerable contribution to the educational activities of the north of England. He was the author of many scholarly works and an authority on eighteenth-century England. In his presidential address to the Historical Association on December 31 last, he made several stimulating and provocative suggestions in regard to the teaching of history (see " Historica's " letter in *The Journal* for April, 1945).

* * *

Also of Mr. T. R. Ablett, H.R.I., artist and schoolmaster, who died at Hindhead, Surrey, on June 5, in his 97th year. In an appreciation of his life and work issued by the Royal Drawing Society it is stated that by his death children all over the world have lost a good friend and a pioneer in modern methods of teaching art to young people. As a young art teacher he made the name of Bradford Grammar School famous for its art work. As an inspector of the London School Board he became convinced that the official system of drawing, known as " freehand ", caused children to dislike the subject, and he devised a method of inducing them to " draw from delight ". To encourage young draughtsmen, Mr. Ablett organized an annual exhibition of children's drawings which attracted some ten thousand visitors each year to the Guildhall Art Gallery. He was the founder of the Society which was subsequently incorporated in the Royal Drawing Society. The Society's examinations have been taken by millions of children in all parts of the world, and each year some 40,000 young people sit for them.

* * *

Also of Lord Onslow, who died on June 9 at the age of 68. From 1923 to 1924 he was Parliamentary Secretary to the Board of Education, and in 1933 he was appointed Chairman of the Burnham Committees.

Digitized by Google

NIVOC

at your service

over the whole field of Educational Science

SENIOR SCHOOLS. Basic Apparatus for the teaching of Elementary General Science.

SECONDARY AND PUBLIC SCHOOLS. Complete equipment for Biology, Chemistry and Physics up to the Higher School Certificate and University Scholarship standard.

TECHNICAL COLLEGES. Technical equipment for the teaching of Science as applied to special industries.

UNIVERSITY DEPARTMENTS. Equipment for advanced laboratories—Inorganic, Organic, Bacteriological, Biochemical, Pharmacological, Microchemical, etc. Apparatus for special research.

W. & J. GEORGE & BECKER LTD

ESTABLISHED 1872

17-29 HATTON WALL, LONDON E.C.1

TELEGRAMS BECKER HATTON WALL LONDON

157 GT. CHARLES ST., BIRMINGHAM 3

TELEGRAMS CHEMISTRY BIRMINGHAM

LABORATORY FURNISHERS AND MANUFACTURERS OF SCIENTIFIC APPARATUS

UNIVERSITY COLLEGE

LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

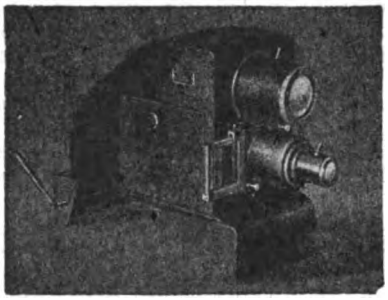
DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

NEWTON & CO. LTD.

(Established over 200 years)



Why Pass Round the Book?

The BRILLIANCE of THE NEWTON EPIDIASCOPE

can show it to

ALL THE CLASS AT ONCE

Telephone: WELbeck 4131 (2 lines)

72 Wigmore Street London, W. 1

Telegrams: "Newtobar Phone London"

Digitized by Google

TOPICS AND EVENTS

National Union of Teachers. — The following resolution was passed unanimously by the Executive of the National Union of Teachers at its meeting in London on June 2: "This Executive of the National Union of Teachers places on record its appreciation of and admiration for the work of teachers in the London Area and 'Southern England' during the arduous and dangerous war days when their areas were subject to special enemy attack. The care and protection given to children in the extremely difficult circumstances and the spirit which moved teachers to play their parts during successive periods of evacuation have earned the gratitude of all concerned."

C.E.M.A.—We warmly welcome the Government's announcement that C.E.M.A. (the Council for the Encouragement of Music and the Arts), which has done so much during the war to foster a love of music and art, is to continue after the war under the name of the Arts Council of Great Britain. Lord Keynes, present Chairman of C.E.M.A., will act as Chairman of the new Arts Council, which will be incorporated under a charter and receive some Government funds, but will function as an independent body. It will pass from the care of the Ministry of Education to that of the Treasury, but the Minister of Education and the Secretary of State for Scotland will be kept informed and will advise on matters of major policy and appointments.

Interchange of Teachers.—With the collaboration of the Ministry of Education and the Scottish Education Department, the British Committee for the Interchange of Teachers between Great Britain and the United States, under the chairmanship of Miss E. A. Ford, H.M.I., has been formed by the amalgamation of the Joint Committee of the Interchange of Teachers and the Sub-Committee of the English-Speaking Union for the Interchange of Schoolmasters. Particulars of the regulations governing Interchange appointments may be obtained from the Hon. Secretary, Mrs. C. R. Wheeler, B.A., The British Committee for the Interchange of Teachers, The English-Speaking Union, 37 Charles Street, Berkeley Square, London, W. 1, on receipt of a stamped addressed envelope of foolscap size.

School Meals and Milk.—Cmd. 6644 (2d. net, H.M.S.O.) shows the percentage of pupils in public elementary schools and secondary schools receiving school meals and milk in the area of each local education authority in England and Wales in February, 1945. The overall percentages show that, whereas in regard to milk there has been a decline as compared with 1944 (73·0 as against 76·3), in regard to meals there has been an increase (36·3 as against 32·8).

Education Estimates.—The *Memorandum* on the Ministry of Education Estimates for 1945 states that the estimate of the net expenditure of the Ministry is £84,507,780, being an increase of £19,609,620 over the vote for 1944. Most of this increase (£17,347,000) goes to local authorities in grants for teachers' salaries and further development of the meals service. *Education* points out that while Mr. Butler had said previously that the increase in the rates would be 3·3 millions and the increase to the central authority 20·2 millions, the estimates show that the increase to the rates is to be 6·1 millions and the increase to the central authority 25·4 millions, and our contemporary urges that the Minister should make a new judgment in the light of the facts now before him.

Register of Educational Films.—The Governors of the British Film Institute have accepted a proposal that there should be opened under their auspices a register of educational films. The need of films and other visual material of an educational character is so great and the present supply so small that it would be a thousand pities if, owing to ignorance of what other people were doing, two independent companies produced material approaching the same subject from an almost identical point of view.

The Governors recognize that the proposed register has no legal or binding significance whatsoever. They trust, however, that all concerned with the development of visual education will be public spirited enough to cooperate in this attempt to rationalize a situation which may easily get out of hand.

Visual Education.—With the co-operation of the L.C.C. and the Ministry of Education, Mr. F. E. Farley has been lent to the British Film Institute to act as one of its Travelling Representatives in order to develop the use of visual methods in education. His principal activities will lie with the Training Colleges and the formation of Teachers' Educational Film Groups. The Governors of the British Film Institute have also recently appointed Dr. Roger Manvell, the author of the well-known Penguin book on *Films*, to assist them in developing film appreciation in adolescent and adult audiences and to make suggestions for the improvement of the Lending Section of the National Film Library. Dr. Manvell still has a few free dates for lectures, and on his return from a Middle East tour he can be addressed at the British Film Institute, 4 Great Russell Street, London, W.C. 1.

Derbyshire.—A report on the School Canteen, prepared by the Derbyshire Local Education Authority, has received commendation from Mr. Butler as vividly illustrating the need for this service and the benefit it brings. It presents a striking picture of the school meals provision in the county, and shows how the meal forms a valuable piece of education in appreciation of orderliness, cleanliness, and decent social behaviour, as well as demanding some small effort from every pupil. Difficulties have had to be overcome, and there is a heartrending account of a fuel range which at first refused to cook anything. "Container Meals" have also been supplied with success. There is a very interesting account of the way in which meals are supplied to the younger children—"to see a group of infants or under fives looking after their own meal with the minimum of help from an adult is a delightful sight". Another section explains how the school garden helps, and finally the social and educational value of the school meal is emphasized.

Kent.—In *The Kent Education Gazette* the Chairman of the Education Committee pays a very warm tribute to the work which the teachers have so

(Continued on page 362)

Digitized by Google

THE SCHOOL WITHOUT THE PARSON

By Canon E. F. BRALEY, M.A., LL.D.

A topical and important book dealing with religious teaching in what we used to call the Elementary, Council or Provided school, under the New Education Act. The book makes clear the abundant opportunities for closer co-operation between clergy and ministers and the Day School teacher.

Price 1s. 6d. net (postage 2d.)

RELIGIOUS TEACHING IN SCHOOLS

By A. C. TOYNE, M.A.

A small book on a big question of urgent and immediate interest—shall the syllabus deal with Biblical history, etc., or teach the Christian Way of life?

"This is a great little book that one cannot afford to miss. It should be in the hands of all who have any part in religious education."—*The Scottish Educational Journal.*

Price 1s. 6d. net (postage 2d.)

THE RELIGIOUS EDUCATION PRESS LTD.
Wallington, Surrey

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES : SCHOOL SECRETARIES
LADY MATRONS : HOUSEKEEPERS : LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT
Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* REGent 2803
CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W. 1

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C. 1

FOYLES

FOR BOOKS

Large Stocks of Educational Books

119-125 CHARING CROSS RD., LONDON, W.C.2
Telephone: GERrard 5660 (16 lines) Open 9-6 including Saturday

A BOOK FOR ALL YOUTH CLUB LEADERS

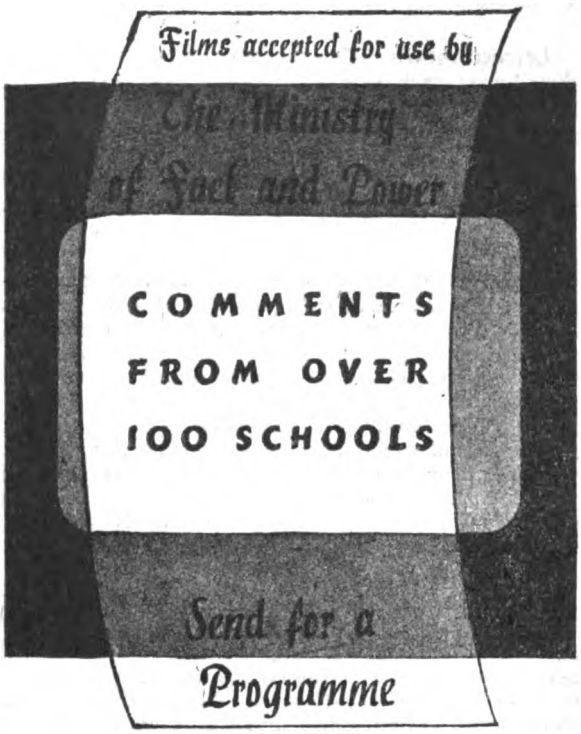
CLUB GAMES FOR OUTDOORS

By SID G. HEDGES

A new book, by the well-known Christian Youth worker, answering the often-asked question: "What can we play out of doors? "Suggestions are given for group games, games requiring equipment, games for bathing parties, etc.

PRICE 1/6 (postage 1½d.)

NATIONAL SUNDAY SCHOOL UNION
104-105 Newgate Street London, E.C. 1



'Of great educational value.' 'The interest it created was exceptional.' 'Bound to help the social education of boys and staff.'

These are a few of the comments, shown to us by the Ministry of Fuel and Power, on Gas Industry films and lectures presented to the Ministry for distribution to schools in collaboration with the Board of Education.

Documentary films sponsored by the Gas Industry are seen by thousands of people each week. They are used by schools, colleges, and hospitals, by the Army, Navy, R.A.F. and Civil Defence Services. They have been sent as far afield as Australia, South Africa and Palestine. They form an up-to-date and inexpensive library of really first-class documentaries, available at any time to approved borrowers.

Ask your local gas undertaking for a complete list of films, or post the coupon as soon as possible.

CUT OUT THIS COUPON AND POST IT TO:

The Secretary, British Gas Council, 1 Grosvenor Place, London, S.W. 1. Please send, without obligation, particulars of your Documentary Films and booking form.

NAME_____

ADDRESS_____

F8

Digitized by Google

generously undertaken during the war, not only in preserving an atmosphere of normality but also in helping to keep in front of the country the ideals in which we believe and for which we have fought.

Leicestershire.—During 1944, 8,750 books were distributed each month to troops stationed in the county. On the selected day in February, 1945, 74 per cent. of the children in attendance at elementary schools received milk. Proposals for work in connexion with the establishment of school canteens, involving an expenditure of over £10,000, have been approved.

Warwickshire. — The Higher Education Committee recommends that the number of major awards in 1945–1946 be increased to thirty-five to include, in addition to major scholarships tenable at Universities, awards for the purposes of training in subjects other than those covered by State scholarships. The Committee also considered paragraph 23 of the Regulations, and deplored the fact that a Clerk in Holy Orders, even if he has no benefice, is debarred from the teaching profession. It was decided to make representations to the Ministry for reconsideration of the paragraph.

Youth Service.—A powerful appeal for support is made in the 1945 Recruitment Survey of the Youth Service Volunteers. A large number of the young people who have used the camps during war-time in order to do some war work are asking that the camps should still be kept open, and that part of the time spent there should be devoted to work and social and educational activities. A permanent organization to develop these facilities would be of great value. Fifteen camps, mainly concerned with forestry, farming, and fruit-picking, are to be open this year, and help is especially needed in September and October. Volunteers must be between 15 and 20 years of age and must attend for a minimum of two weeks. Further particulars may be obtained from 19 Cowley Street, London, S.W. 1.

Caithness.—The Secretary of State for Scotland has declined to approve an amendment of the Education Scheme for the County of Caithness, the effect of which would have been to require the Education Committee, in the exercise of its delegated functions, to exclude from the position of teacher, Director of Education, or librarian under the Council any person who did not profess the Protestant faith.

War Workers' Musical Festival.—The increase in popularity of serious music among factory workers is reflected in the announcement by Morris Motors Athletic Club that they are organizing an Open Competitive Musical Festival to be held on Saturday, July 14. The six classes to be judged by Leslie Woodgate of the B.B.C., and Harold Craxton of the Royal Academy of Music, are male voice choirs, mixed choirs, open vocal solo (male and female), open instrumental solo, and two pianoforte contests for juveniles —one for those under 12 and the other for those between 12 and 16 years of age.

Fabian Society.—The Annual Report for the year ending March 31 last states that the Education Committee has published a guide to the provisions of the Education Act. Work on the training of teachers led to an article in the July *Fabian Quarterly*. A successful conference was held on "To-morrow's Secondary Schools". Two studies in child welfare have been undertaken.

Why Ireland was Neutral.—This is the title of a reprint of the full text of Mr. de Valera's broadcast of May 16 in which he replied to Mr. Churchill's recent broadcast references to Ireland, together with the relevant passages in Mr. Churchill's speech. Copies at 1d. each may be obtained through any newsagent or from The Irish Press Ltd., Burgh Quay, Dublin.

The Egyptian Institute.—A pamphlet describing its aims and functions has been issued by the Egyptian Institute, a new centre for Egyptian culture in London established by the Ministry of Education in Cairo. The Institute will provide a centre for scientific research and studies concerning Egypt and will foster numerous activities designed to improve cultural relations between Egypt and Britain. Those interested in the work of the Institute should send their inquiries to the Director, Egyptian Institute, 4 Chesterfield Gardens, Curzon Street, London, W. 1.

Czechoslovak Institute.—The Czechoslovak Institute, 18 Grosvenor Place, London, S.W. 1, has for some months been running a language course for English people, mainly the wives of Czechoslovak subjects in this country. An entirely new type of text-book has been worked out and special correspondence courses organized. The course has been greatly appreciated by those taking part in it, as is shown by a selection of letters published in the Supplement to the March issue of *Čechoslovák*.

Comédie Française and Old Vic. — The fortnight's visit which the *Comédie Française* are to pay under the auspices of the British Council has now been fixed for July 2–14. Their last appearance in this country was in March, 1939. They will appear at the New Theatre, London, by arrangement with Howard Wyndham and Bronson Albery, in a selection from their repertoire. During the same period the Old Vic Theatre Company will play at the *Théatre Française* in Paris. It is the first time that a foreign company has ever been invited to appear on its historic stage. Headed by Ralph Richardson, Laurence Olivier, Dame Sybil Thorndike, and Nicholas Hannen, the Old Vic Theatre Company will present "Peer Gynt", "Richard III", and "Arms and the Man".

National Baby Week, 1945. — In view of the General Election taking place during the first week in July, National Baby Week will be celebrated from July 15 to 21. This is the first time the date of National Baby Week has been changed since the first week in 1917.

Art of the Primitive Peoples.—An exhibition of art of the primitive peoples is on view at the Berkeley Galleries, 20 Davies Street, London, W. 1, until the end of July. There are over 300 exhibits from Africa and Oceania. Proceeds from admission (1s.) and sale of catalogues (2s. 6d. each) will be given to the British Council for Dr. Schweitzer's Hospital, Lambarene.

An International Conference.—The New Education Fellowship (International) will hold a summer conference at Bryanston School, Blandford, Dorset.

(*Continued on page 364*)

Digitized by Google

UNIVERSITY OF EDINBURGH

The Academic Year begins about the middle of October and ends early in July.

The University embraces Six Faculties, viz.: Arts, Science, Divinity, Law, Medicine and Surgery, and Music, in all of which degrees are conferred. There are many different avenues to the Degree of M.A. (Honours and Ordinary) and the wide scope of the Arts Curriculum permits of the combination of Arts, Science, Medical, Law or Special Studies. The higher Degrees of D.Litt., D.Sc. and Ph.D., are conferred and also the Degrees of Bachelor of Education (B.Ed.) and Bachelor of Commerce (B.Com.). Diplomas in Education, in Actuarial Mathematics, in Social Study, and in English Language are granted. Degrees in Science (B.Sc. and D.Sc.) may be taken in Pure Science, Engineering, Agriculture, Veterinary Science, Forestry, Mining, and in Technical Chemistry. There are also Diplomas in Technical Chemistry and in Agriculture. The Degree of Bachelor of Divinity (B.D.) is conferred and also the Degrees of Bachelor of Laws (LL.B.) and Bachelor of Law (B.L.), and a Diploma in Administrative Law and Practice. In Medicine ample facilities are afforded for Clinical Instruction in various Hospitals in the City, and the following degrees are conferred: Bachelor of Medicine (M.B.), Bachelor of Surgery (Ch.B.), Doctor of Medicine (M.D.), and Master of Surgery (Ch.M.). The following Diplomas are conferred in the Faculty of Medicine: Diploma in Tropical Medicine and Hygiene, in Public Health, in Psychiatry, in Radiology, and in Tropical Veterinary Medicine. Apart from Radiology, however, the courses for these Diplomas are at present in abeyance. In the Faculty of Music the Degrees of Mus. Bac. and Mus. Doc. are conferred.

The University Staff consists of 64 Professors, over 150 Readers and Lecturers, and 120 Assistants and Demonstrators. Facilities are afforded for research in scientific and other subjects.

Further information regarding Matriculation, Scholarships, etc., may be obtained from the Secretary.

W. A. FLEMING, *Secretary to the University.*

POETRY FOR YOU

By C. DAY LEWIS

Fourth Edition 4s. 6d. net

Can 14–15 years old children be helped to understand what poetry really is and what enjoyment it can give? Can their initial objections be answered? In this remarkable book one of the foremost modern poets attempts an answer.

"He has foreseen most of the questions about poetry which children are likely to ask. A book which is excellently planned and admirable in its conversational tone."—*The New Statesman and Nation.*

"This is an excellent book, and should be in every school library, and available to all boys and girls."—*Spectator.*

"A modern poet who has had experience as a teacher in school has written this little book to explain what poetry really is and what enjoyment it can give."—*The Times Educational Supplement.*

Basil Blackwell

GUY'S HOSPITAL DENTAL SCHOOL

UNIVERSITY OF LONDON

Provides the full curriculum for the B.D.S. Degree of the University of London and for Diplomas in Dental Surgery. The Departments of Dental Prosthetics and the Department of Conservative Dental Surgery are under the direction of whole-time University Professors. Dental Students attend separate classes in "General Subjects" (Chemistry, Physics, Biology, Anatomy, Physiology, Pathology, Medicine and Surgery) in the Medical School and so are able to complete the whole of their professional training within the Hospital. Special programmes of work are arranged for students who desire to obtain a medical as well as a dental qualification.

The number of patients is unlimited, and there is ample scope for clinical work.

The School is fully equipped on the most modern lines. Tuition in all subjects, including Preliminary Science, is now carried on in London.

Prospectus, Scholarship Pamphlet, and full information may be obtained on application to THE DEAN, *Guy's Hospital Medical School, London Bridge, S.E.* 1.

BEDFORD COLLEGE FOR WOMEN

(University of London)

REGENT'S PARK, N.W. 1

Principal: Miss G. E. M. JEBB, M.A.

Degree Courses in Arts and Science
Course of Training in Social Work

Session 1945–46
begins Thursday, October 11, 1945

Prospectus Free on application to the Registrar

OLIVE E. MONKHOUSE, Secretary

Digitized by Google

from August 22 to September 1. The general theme will be "Education for Life in the International Community", and speakers will include Professor David Mitrany (Princeton, U.S.A.), Dr. Samuel Löwy (Prague), Dr. G. N. Kefauver (Stanford, U.S.A.), Mr. H. C. Dent (Editor of *The Times Educational Supplement*), Mr. W. T. R. Rawson (Bryanston School), and Mr. A. H. T. Glover. Applications to N.E.F., 50 Gloucester Place, London, W. 1.

Quakers and Military Conscription.—A statement on military conscription has been issued by the Religious Society of Friends (Quakers) and copies can be obtained at 2s. per 100 from Friends' House, Euston Road, London, N.W. 1.

Health Education. — The Central Council for Health Education are producing a series of leaflets intended to further the cause of health education. The first three dealing with germs, lice, and the feeding of toddlers, are now available. The original and amusing cover designs are by Fougasse, and the letterpress gives expert advice in a practical and everyday form. Further leaflets on topical subjects such as nerves, clothing, care of the feet, &c., will be ready in a few weeks' time. The leaflets are sold at 2d. each, 8s. per 100, and £3 5s. per 1,000. A new poster by the same designer has also been produced by the Council, price 6d. each, £1 5s. for 50, and £1 15s. for 100 copies. The address of the Council is Tavistock House, Tavistock Square, London, W.C. 1.

School Dinners.—Mr. Eddie Williams, persistent protagonist of free school milk and meals for all Britain's children, offers to send free a copy of a reprint of an article entitled "School Dinners for all the World's Children" to any reader of *The Journal* who wishes to receive it. His address is School House, Rogerstone, Mon.

Ministry of Education Publications.—

Circulars:

No. 46 says that it has been decided to award State Bursaries in 1945, and accompanies a leaflet describing the Bursaries. The range of subjects for Bursaries has been extended by the inclusion of a small number of awards for Mining Engineering, Glass Technology, and Fuel Technology, but the total number of Bursaries to be offered will be about two-thirds of the number awarded in 1944. Individual applications had to be made by the end of June, but recommendations from universities and colleges should reach the Ministry not later than July 7, 1945.

No. 47 refers to the demolition of school air-raid shelters. No general demolition or removal can yet be undertaken, but shelters falling within certain specified categories may be demolished or removed when labour can be made available for the work. Morrison shelters should be dismantled and stored so as not to deteriorate. Further instructions will be given later as to their ultimate disposal.

No. 48 deals with the provision of additional accommodation for educational purposes. The allocation of building labour and material for the public service of education during the next twelve months will not suffice to do more than meet the most immediate and pressing needs, and it will not generally be possible to proceed with proposals involving permanent construction. The provision of new additional accommodation must continue for the time being to be made mainly in the form of prefabricated huts, but the Ministry will be prepared to consider exceptional cases where the authority can show that their needs would most satisfactorily be met by light semi-permanent construction or by the completion of a permanent building left unfinished owing to war conditions. The most immediate tasks are the provision of such additional school accommodation as may be needed to enable the compulsory school age to be raised to 15, the extension of training-college accommodation, and the provision of certain facilities for further education. The Circular sets out the lines on which authorities should proceed. To enable the Minister to reach a decision as to the precise date on which it will be practicable to raise the school-leaving age authorities are asked to furnish on Form 649G. their estimates of their minimum essential requirements for school accommodation sufficient to provide for the extra age group (14–15) on a class-room basis. The forms must be forwarded to the Ministry not later than July 14.

No. 49 deals with the provision of additional training-college accommodation. A considerable expansion will be required after the war to make good normal wastage and to make it possible to dispense with the continued recruitment of unqualified teachers. A further expansion will be needed when it is found possible to introduce a three-year course as recommended by the McNair Committee. In the meantime there has been a very welcome increase in the number of applications for admission to training in the autumn of 1945. Although it is hoped to provide for all suitable men candidates in existing training colleges, there will be a considerable number of good women candidates for whom additional accommodation will be required. These candidates should on no account be deprived of the opportunity of beginning their training this year, and authorities are asked to consider as a matter of very special urgency what they can do to provide some new training colleges, of an improvised type, at once. The difficulties of opening new training colleges, even in improvised buildings, by the autumn of 1945 are recognized, but the Minister will give every possible assistance in order to bring them rapidly into operation. The greatest possible use must be made of part-time and visiting staff. Where there is a prospect of improvised premises being available in January or April, 1946, it is suggested that a skeleton staff of two or three should be appointed immediately and that a body of students should be selected; and that arrangements should then be made, beginning in the autumn, for them to spend one, or at the most, two terms in carefully supervised school practice in suitable schools and for their attendance at suitable times for lectures and tutorial supervision at convenient centres. A number of considerations which will apply to the above proposals are set out. The Circular is not intended to define measures for the training of teachers on a long-term basis. It deals only with the provision of new training facilities this year. The matter is urgent, and authorities are urged to submit proposals at a very early date.

No. 50 refers to changes in the financial arrangements, under which evacuated schools occupying National Camps have hitherto been conducted, made necessary now that school children from the Metropolitan and Eastern evacuation areas have returned to their homes. Authorities wishing to make alternative educational use of a Camp under Section 53 of the Education Act, 1944, should inform the Ministry and the National Camps Corporation of their proposals

(*Continued on page 366*)

Digitized by Google

A man can walk from the Mayor in his Mansion House to the King at Buckingham Palace without setting foot in either a road or a street.

He would go, rather tortuously, by way of Cheapside, St. Paul's Churchyard, Ludgate Hill, Old Bailey, Holborn, Kingsway, The Strand, Charing Cross and The Mall.

But the man who wants an all-round knowledge of affairs goes straight to

The Listener

Every Thursday 3d.

A *BBC* PUBLICATION

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

★ ★

READERS AND WRITERS

can obtain information on every kind of book, use of an expert book inquiry bureau and lending library, free book lists and catalogues, advice on reading, and many other privileges, by joining the National Book League. Free lectures and exhibitions for members. Annual subscription 7s. 6d. Send 2½d. stamp for full particulars, pamphlet on BOOKS AND READERS, and specimen copy of monthly journal BOOKS, to the Secretary, National Book League, 3 Henrietta Street, London WC2

★ ★

Digitized by Google

as soon as possible. The principles set out in Circular 17 will now apply to Camps in the Southern Counties, which will become available in the near future for use by local education authorities generally for educational purposes.

Administrative Memoranda:

No. 48 refers to school registers and records in primary and secondary schools. The Minister proposes, except in the case of direct-grant grammar schools, to discontinue the former practice of issuing official registers and separate rules for registration in secondary and junior technical, &c., schools, and to prescribe uniform rules for all schools recognized under Parts II, III, and V of the Primary and Secondary Schools (Grant Conditions) Regulations or under the Draft Handicapped Pupils and Medical Service Regulations, leaving the local education authority or School Managers and Governors free to decide the precise form of register to be adopted. The Memorandum gives details of the registers and records which must be kept by every grant-aided school (or department of such a school), other than a school recognized under Part IV of the Primary and Secondary Schools (Grant Conditions) Regulations.

No. 57 accompanies a copy of Rules 111 showing the arrangements and conditions agreed upon between the Iron and Steel Institute, the Institution of Mining and Metallurgy, the Institute of Metals, and the Ministry for the award of Ordinary and Higher National Certificates in Metallurgy.

No. 59 refers to the provision by a local education authority of certain articles of clothing and footwear for physical training on loan to pupils in attendance at schools maintained by the authority.

No. 60 accompanies a Memorandum of Guidance to Headmasters of Secondary Grammar Schools, Principals of certain Technical Institutions, Vice-Chancellors and Principals of Universities and University Colleges, and University Joint Recruiting Boards in regard to men students and national service.

No. 61 announces that the scheme for the employment of French Assistants in secondary schools will be resumed in the autumn term, 1945. The conditions of appointment are laid down in the revised version of Rules 56.

No. 62 refers to alterations in the naming of schools arising from the operation of the Education Act, 1944, as they affect the School Meals Service.

No. 63 refers to transport of pupils to and from school as laid down under Section 55 (1) of the Education Act, 1944.

No. 64 states that in view of the serious shortage of teachers the Government have decided that a considerable number of teachers now serving in the Forces should be granted release under Class B. of the Reallocation of Manpower Scheme.

No. 65 states that the Minister has decided that the present arrangements for Intensive Training Courses (Engineering) shall remain in force for a further period. The announcement in Administrative Memorandum No. 50, paragraph 4, is accordingly withdrawn.

No. 68 quotes a recent Question and Answer in the House of Commons on the difficulty likely to be experienced by local education authorities, owing to the shortage of doctors and nurses, in carrying out the duties imposed on them by Section 48 (3) of the Education Act, 1944, in regard to medical treatment of school children. Circular 29 gave guidance to authorities as to the lines on which they should develop the School Medical Service, and Mr. Richard Law in his reply supplemented the advice given in this Circular. He recognized that arrangements could only be made on a very limited scale in present circumstances, especially as the national health service of the future with which the school medical service was to be correlated was not yet in being. Urgent developments in clinic and hospital services which have been the mainstay of the school medical service will be encouraged, but no proposals will be approved which would lead to the setting up by local education authorities of a general medical practitioner service.

NEW BOOKS

SOME ASPECTS OF SECONDARY EDUCATION

By W. A. CLAYDON, Headmaster, Maidstone Grammar School

THE BOYS' GRAMMAR SCHOOL[1] is candid, thought-provoking and astringent and should be read by all who teach in schools of this type. It is a pity that the second chapter, " How a Grammar School works ", should take as its example one whose attitude towards work and discipline is neither enlightened nor representative—" the number of boys who receive the cane reaches its peak at the end of each mark period " is a statement which would be untrue of any grammar school known to your reviewer. But, though this chapter will delight the detractors of the grammar school, it is proof of the health, vigour, and confidence of an institution that it can indulge in such self-criticism. There is certainly no window-dressing in Mr. Davies's book, and it is hoped that headmasters of modern, technical, and public schools will give equally frank and critical accounts of their defects and the remedies which they suggest for them.

Mr. Davies covers so much ground that it is impossible to do justice to his book in a brief review. His criticisms of the curriculum and of the unfortunate effects of an undue and usually unnecessary concern for examination results are well founded. Perhaps the most deadening effect of the examination system is the stress it lays on the memorizing of innumerable facts which any sensible adult looks up in a work of reference; here Mr. Davies is surely right. But it is not wholly fair to attribute to the School Certificate Examination defects in the curriculum which are due rather to lack of enterprise and imagination on the part of headmasters; it must not be assumed that a tendency to travel along well-worn grooves without inquiring too closely into the purpose of the journey is absent in schools which are unfettered by any external examination. It is perfectly possible to find time for art and handicraft and music and the discussion of current problems, and yet to prepare for School Certificate, though it is true that this examination has played a large part in stereotyping the distribution of time allotted to subjects so that mathematics, modern languages, and science get an undue share of

Digitized by Google

the periods available. At the sixth-form level Mr. Davies emphasizes the dangers which result from excessive competition for grants and scholarships to enable boys to proceed to a university. Most of the defects in the sixth-form curriculum, and especially the tendency to over-specialization, result from this economic struggle. At present the State spends about £140,000 a year on the provision of scholarships to the universities, a negligible item in the total expenditure on education and quite absurdly inadequate to supply the professions and the higher posts in industry with the supply of talent they require. High intellectual ability is so rare and precious that the country simply cannot afford to waste it.

Mr. Davies has an admirable chapter on the public schools and their new-found desire for association with the rest of the nation's schools. His trenchant criticism of the proposal to provide State bursaries to them seems unanswerable. He points to the danger of "the final enthronement of privilege in the independent schools and the establishment of tributary grammar schools as once and for all inferior". He reaches the wise conclusion that every effort must be made to raise the standards in staff and staffing ratios in the grammar schools until they equal those in the public schools—"when this has happened the much advertised superiority of a public school education will be shown to have very largely vanished, and at this point it will be possible for the grammar schools to negotiate on equal terms."

Mr. Davies also has stimulating chapters on "The Relations between Headmaster and Staff", on "Education and Citizenship", and on "The Place of Religion in Schools"; there can be few books which pack so much that will provoke thought into so few pages. The least convincing chapter is that on "The Multilateral School", in which one suspects that Mr. Davies, like most of those who teach in grammar schools, has no conception of the problems presented by the teaching of children with intelligence quotients of 100 and under—after all, they comprise half the child population, and the discovery of a curriculum which is really suited to their capacities and needs is at once the most urgent and the most neglected task of educationists. The modern schools seem much more likely to solve this problem than any multilateral school because the whole attention of those teaching in them will be concentrated upon it. The Ministry is surely wise in stating in its pamphlet on *The Nation's Schools* that past experience suggests that schools with a limited and well-defined aim are the most likely to succeed in reaching the highest standards within the particular field they serve.

Reconstruction in the Secondary School[2] is an interesting and admirably detailed account of a Scottish multilateral school by a headmaster who has also been a Professor of Education. But it is a multilateral school which is quite unrepresentative of the range and distribution of intelligence which would be found if it were constituted from the unselected child population of a given area. Only 4 out of 29 first and second year classes have median mental ratios of less than 100; the median mental ratios of ten third-year classes range from 105 to 127, and in the fourth and fifth years the school is left with Senior Certificate pupils whose median M.R. is 120 and 125 respectively. It may be, as Mr. Earle says, that this does not effect the nature of the organization or the principles on which it is based, but it certainly simplifies the problems with which he has to deal and makes it unsafe to draw sweeping conclusions from his

(*Continued on page 368*)

ARNOLD
LEEDS

Skilfully Abridged Classics

Bright Story Readers

GRADE 6 (Suitable for ages 11–14)

61 The Exploits of Don Quixote
62 Ancient British Heroes, being Tales from the Mabinogion
63 Lamb's "Tales from Shakespeare"
64 Tales from Tennyson's "Idylls of the King"
65 Tales of Ancient Times
66 The Last Days of Pompeii
67 More Lamb's "Tales from Shakespeare"
68 Further Lamb's "Tales from Shakespeare"
160 Tom Brown's School Days
161 A Wonder Book
162 Tanglewood Tales
163 The Adventures of Captain John Smith
164 Lorna Doone [America
168 Wanderings in South
169 Travels in Africa
260 The Last of the Mohicans
261 The Coral Island
262 The Pathfinder
263 The Deerslayer
265 Westward Ho!
266 Uncle Tom's Cabin
267 Tom Cringle's Log
268 Moby Dick
269 Peter Simple
360 The Boy Hunters
361 Twenty Thousand Leagues under the Sea
362 Jacob Faithful
363 The Travels of Marco Polo
364 The Toilers of the Sea
365 Twice Told Tales
366 Manco — the Peruvian Chief
367 The Legend of Troy

GRADE 8 (Suitable for Upper Classes)

70 Pickwick Papers
71 Windsor Castle
72 A Tale of Two Cities
73 The Tower of London
74 Silas Marner
75 Kenilworth
76 The Cloister and the Hearth
77 John Halifax, Gentleman
78 Oliver Twist
79 The Vicar of Wakefield
170 The Three Musketeers
171 Cranford
173 Shirley
174 Les Miserables
175 Great Expectations
176 The Mill on the Floss
177 Our Village [Esmond
178 The History of Henry
179 Old St. Paul's
270 The Chateau d'If

Grade 6, each 10d. **Grade 8, each 1s.**

In cloth-lined covers, 2d. per volume extra

E. J. ARNOLD & SON LTD.
LEEDS 10

'Milk of Magnesia' (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

Digitized by Google

experience. Mr. Earle avoids this temptation, but some enthusiastic supporters of the unselective multilateral school may be less scrupulous.

It is refreshing to find so scientific and objective an approach to the problem of classifying and distributing children on the completion of the primary stage of their education. This problem, and the problem of later transfer, is as acute within a multilateral school as it is when there are three types of secondary school. " Transfers from course to course do not as a rule win the approval of parent and child more readily because they are within one school . . . Ideas of 'prestige' arise just as readily about differentiated classes within the same school as they do about different schools within the same area . . . Although the aim is to get everybody to regard all the available alternatives as of equal status, it is not easily attained." The reason for this is clear, though it is seldom stated. Even when strictly educational, as opposed to economic, factors determine educational opportunity, when the classification and distribution of the children are as perfectly in accordance with their capacities and needs as experiment and research can make them, when parity of conditions has been achieved between all types of schools or the multilateral solution has been adopted, nothing will hide from parents the advantages enjoyed by children with a high degree of general intelligence. Other things being equal these children are most likely to rise to positions of responsibility and leadership, and they will do so the more readily the more egalitarian the economic structure of the nation becomes. But parents will attribute to the schools *or courses* which these children attend the virtues which really belong to the children themselves. Much of the muddled thinking displayed by progressive educationists would be avoided if they would face this fact: if they find it disagreeable, and many of them do, then their quarrel is with the universe, which is not noticeably egalitarian in its distribution of endowments. They have a romantic view both of education and of democracy; they should read and ponder Aldous Huxley's essay on *The Idea of Equality*.

Mr. Earle is a realist, and certainly does not underestimate the extent to which the course (or school) chosen for a child must be determined by his general factor of intelligence, which must indeed play a large part in the tests of various specific aptitudes with which Mr. Earle has experimented. His chapters on admission to a secondary school and on the choice of a curriculum are particularly interesting, though he is scarcely just to the variety of choice possible in a selective school, whether of the grammar, technical, or modern type, to which he attributes " one standard 'diet' ". It is indeed obviously easier to provide a wide range of choice suited to the needs and aptitudes of the children in selective schools than in an unselective multilateral school of the same size. Mr. Earle is right in stressing the importance of the vocational *incentive* whatever the type of school, but in the case of abler children surely wrong in stating that all preliminary modifications and adjustments should be completed by the age of 13, so that from 13 to 15 there can be a fairly definite orientation of their interests towards the occupations they wish to enter. It is a pity, too, that he regards it as unnecessary to discuss in detail the curriculum appropriate for the D and E pupils (*i.e.* those whose mental ratios are below average), for, as we have already said, this seems the most important and least explored problem in education, and one which will become even more acute when the school leaving age is raised to 16. " The main incentive here will always be a vocational one "—we entirely agree, and it makes us the more anxious to know in detail what course Mr. Earle would provide for that " considerable number of children whose future employment will not demand any measure of technical skill or knowledge ". The needs of these children, for whom a vocational incentive is hard to provide and whose level of ability makes the aquisition of any skills difficult for them, are too often only lightly touched on and passed over. Surely such children need schools and teachers whose exciting and supremely important task will be to devote themselves entirely to exploring and meeting their needs and difficulties, so different from those with a higher level of general intelligence.

The Content of Education[3] is most disappointing. If so little of value is to be expressed at such length, we cannot be surprised that educational research receives inadequate financial support. The preface states that the educationists who met to consider the reconstruction of the curriculum and formed committees whose labours resulted in this book " were reluctant to restrict their discussions to any one type of school or age range. They soon found themselves talking about the fundamental factors which affect all curricula: both the qualities and capacities which should be fostered in all citizens and the characteristics of the new society which is in process of formation ". It is characteristic of the whole book that amongst these fundamental factors which they found themselves talking about they overlooked the extraordinarily varied capacities possessed by individual children. There does not seem to be any reference to the first-rate work on the measurement and distribution of intelligence which is an example of educational research at its best, and which surely has some bearing on the content of the curriculum. Nor has the lesson been learnt that research is most successful when its object has been narrowly defined. There is indeed, as the preface states, so much discussion going on now, much of it vaguer than it ought to be. The quality of the style and content of this book can be gauged from extracts from an account of the impact which science should make on the outlook and personality of the adolescent or young adult. Amongst much else, " *His views will reflect the scientific attitude, he will avoid verbosity and eschew absolutes.* . . . He will regard social issues as complexes of problems to be solved rather than an occasion for political attitudinizing. He will have a detailed active knowledge of a certain small but varied range of topics, preferably a selection from the different fields of chemistry, physics, biology, hygiene, technology, engineering, and perhaps a specialized interest in some topic in astronomy, meteorology, geology, entomology, agriculture, etc. . . . He will have aquired statistical methods and conceptions enabling him to think in terms of masses and groups of data, multiple causation, variation and correlation. . . . He will see himself in a multi-dimensional framework of events and influences in dynamic perspective ". The subtler and more comprehensive aspects will indeed, as the writer states, be achieved only by the more intelligent children; the aim expressed in the sentence I have italicized is certainly not reflected in this book.

Two other books must be mentioned. *Modern Teaching Practice and Technique*[4] is a modest and unpretentious guide for beginners in the art of teaching, which will doubtless be of help to students in training colleges, but suffers from the limitations of all guides to the arts—learning is only possible through doing. The author, as is inevitable, has to try to cover too much ground.

Digitized by Google

The Re-organization of Secondary Education[5] is a short pamphlet by a believer in the multilateral or community school. It will seem convincing to the converted, but the space of some ten pages permits of little more than special pleading. Mr. Earle is also a multilateralist, but in 188 pages he can afford to be more cautious and guarded than Mr. Bradley. It is a pity that this important issue has become a subject for propaganda, with all the over-simplification which effective propaganda involves, rather than one for serious study (there are plenty of examples in America and Scotland) and experiment.

[1] **The Boys' Grammar School: To-day and To-morrow.** By H. DAVIES. (6s. Methuen.)

[2] **Reconstruction in the Secondary School.** By Dr. F. M. EARLE. (8s. 6d. net. University of London Press.)

[3] **The Content of Education:** Proposals for the Reform of the School Curriculum, being the Interim Report of the Council for Curriculum Reform. (8s. 6d. net. University of London Press.)

[4] **Modern Teaching Practice and Technique.** By J. H. PANTON. (8s. 6d. Longmans.)

[5] **The Reorganisation of Secondary Education.** By L. BRADLEY. (6d. English New Education Fellowship, 74 Earlham Road, Norwich.)

EXPERIMENT IN BRITISH EDUCATION

By H. S. MAGNAY, Director of Education, City of Leicester

THESE three pamphlets should be read together and in the order shown below, for the first is a brilliant analysis of the British contribution to the whole body of educational thought and practice, the second is a narrative presentation of adult education in the Services, both the fighting forces and civil defence, during these war years, with a brief analysis of the factors which have led to the success of many of the schemes, while the third is a very valuable statement on the scope and field of the development of adult education drawn up by a distinguished committee of men and women who have spent a life-time in the work.

Dr. Inglis[1] is at his best in the first two chapters where he describes the differences between education in Scotland and England and then analyses the main ideas which are beginning to emerge from the two systems. He points out that within the general framework of democracy varied social patterns and related educational systems may co-exist. "Scottish educational tradition is dominated by equality, English educational tradition by diversity", and this is the result of the influence of many factors—philosophy, religion, and social life. Each has its own contribution to make to the sum of British education. He describes the distinguishing marks of our society as respect for personality, freedom to speak and worship, and the privilege of voluntary association in the pursuit of group interests, political and social rights and duties. In this and in his further statement that the main ideas which are beginning to emerge from thought and experiment in British education may be summed up as a growing interest in contemporary society, a changed attitude to the content of education, a new concern for critical thinking, and a conception of the school as a society in miniature, he gives us the ground for the approach to adult education which is discussed in the next two pamphlets.

The P.E.P. broadsheet[2] points out that the small group founded on common interest is the basis of the

(*Continued on page 370*)

McDOUGALL

A Modern School Geometry

By A. MacGregor, M.A., & J. D. Fulton, M.A., B.Sc., *Head of the Mathematical Department, Mary Erskine School for Girls, Edinburgh.*

Books 1 and 2 cover the first three years' work for Secondary Schools preparing for the higher examinations. Book 3, with Books 1 and 2, affords a full course suitable for the Oxford and Cambridge Locals, Schools Examinations, and for all Matriculation Examinations throughout the country.

Book 1, 2/3. Book 2, 2/6. Combined, 4/-. Book 3, 2/6

Modern School Algebra

By P. J. Smith, *The County School, Willesden.*

Has features which the experienced teacher will use freely because of their undoubted value in stimulating interest and ensuring a thorough working knowledge of algebraic processes.

Book 1, First Year, 1/3 With Answers, 1/6
,, 2, for Second and Third Years, 2/9. ,, 3/-
Books 1 and 2 combined ,, 4/6

Elements of Modern Mathematics

By H. H. Pearce and G. A. S. Atkinson, B.Sc.

ARITHMETIC, ALGEBRA, GEOMETRY, MENSURATION.

Provides a good knowledge of elementary mathematics and a sound foundation for more advanced work.

Cloth Boards, 3/-. With Answers, 3/6

Graded Tests in Mathematics

By J. Thomson, M.A.

ARITHMETIC, ALGEBRA, GEOMETRY.

In each of the books the tests are graded so that they may be given periodically.

Books 1, 2 and 3, 9d. each. Answers, 8d. net

Practical Biology

By J. Mason, M.A., Ph.D.

The subjects of study are arranged seasonally. With numerous simple experiments.

In Two Parts, each 2/6. Complete Edition, 4/-

Rural Science

By J. Mason, M.A., Ph.D., and J. A. Dow, M.A.

This book is designed for the pupil, and affords ample opportunity for private research and individual effort.

Cloth Boards, 3/-. Teacher's Edition, 4/- net

Modern Citizenship

By Andrew Scotland, M.A., Ph.D.

Among the subjects treated are Education—Local Government—Central Government—Law and Order—Payment for Services—The Medium of Exchange—Trade and Commerce—The Empire Overseas—International Harmony. Limp Cloth, 2/2. Cloth Boards, 2/8

Everyday French

By E. Th. Trüe, Senior Master of Modern Languages, Robert Gordon's College, Aberdeen.

A collection of the most common French phrases, proverbs and idioms. Part 1, French. Part 2, English. The English translation, which has been made as idiomatic as possible, is printed separately to facilitate the use of the book in school. Limp Cloth, 1/6

Practical English

By C. F. Allan, M.A., Ph.D.

The Exercises challenge the attention of pupils who are ordinarily indifferent to the appeal of English Composition, and stimulate them to creative work.

Cloth Boards, 2/3

McDougall's Educational Co. Ltd.

99-82 GREAT JUNCTION STREET, EDINBURGH 6

Digitized by Google

great experiment in adult education in the forces carried out by the Navy, the Army and the R.A.F., and by sections of the Civil Defence Services. The part played by A.B.C.A., by the Central Advisory Council for Education in H.M. Forces and the twenty-three Regional Committees, by the British Way and Purpose Scheme of the Directorate of Army Education, as well as by the established Education Corps is described in some detail. It is stated that the Regional Committees alone provided 125,700 single lectures, 6,703 short courses and 3,377 classes in the twelve months ended March 31, 1944, a magnificent achievement on the part of a large number of already overworked volunteers. These schemes covered a variety of topics, citizenship, modern languages, handicrafts, music, art, drama, and basic education, in addition to the courses in professional training which were largely vocational correspondence courses. The pamphlet properly emphasizes that, while the discussion group has been popular and widely adopted as an approach to the consideration of many topics, it would do more harm than good to regard that method as displacing all other techniques, and instances the demand for classes and lectures, for correspondence courses, and for books, as the basic tools of education, as examples of well-known and tried techniques which must continue. Two parts of the pamphlet are of outstanding value. In the introduction there is a shrewd analysis of the weaknesses of adult education before the war, ascribing them to the " narrowing of the range of adult education to a small group of ' liberal ' studies taught by a particular method at standardized levels and relegating all other subjects to one of two groups, known respectively as vocational and recreational ". This is largely the result of an undue emphasis on the purely academic. The work in the Services has taught the value of variety in technique and the necessity to think of adult education as any activities contributing to the spiritual, intellectual, and physical well-being of men and women. In the concluding section the writers of the pamphlet urge the provision of facilities for community activity, based on this war-time experience, by local education authorities and the Ministry of Education, giving the widest discretionary power to those responsible for the work in the localities. This, of course, the Ministry has already anticipated in the booklet *Community Centres* which was issued with Circular 20. They also urge the establishment of a central body, created by Royal Charter and financed by the Exchequer, on lines similar to the B.B.C., to exercise a general oversight of adult education with independence of action and continuity of life. Here certainly is a suggestion meriting the most careful consideration by the local education authorities, the Voluntary Associations, and the Ministry.

The third pamphlet,[3] issued by the British Institute of Adult Education, recommends that the Ministry of Education should contain a special department for adult education and should also establish an appropriate agency, somewhat on the model of its relationship with C.E.M.A., charged with the duty of establishing, maintaining, or aiding voluntary bodies to establish residential institutions providing courses of one year or more in duration. This part of their report is disappointing. One would have wished for bolder suggestions, on the lines of the P.E.P. broadsheet. The rest of the report is of real value in describing the scope and purpose of adult education, its various forms, and the bodies which provide it, the part to be played by the radio, the film, and the gramophone, and the whole problem of staffing, to which a great deal of thought must be given when we consider the demands which full-time education as it develops under the terms of the 1944 Education Act will make on teaching personnel of all types. Emphasis is laid on the need for publicity for adult education, particularly through personal missionary enthusiasm and what is described as an " educational pastoral system ". The importance of attractive and worthy buildings is properly stressed. It is good to see in this report the reminder that the distinction between vocational and non-vocational education has been over-emphasized and that many of the subjects usually studied for vocational purposes can also form the basis of interest for a broader education. Not enough notice is taken of the provisions for generally cultural education which are afforded at colleges of art and technology, though there is some reference to these in the first chapter. The report was drawn up in late 1942, and this no doubt accounts for the inadequate appraisal of the experiments carried out in the Forces' Adult Education Schemes. Moreover, we must remember that the purpose of the original survey undertaken by the Special Committee was to submit recommendations to the Board of Education before the Education Bill was drafted and the fruit of their work is to be seen in the Act of 1944.

[1] **British Ideals in Education.** By Dr. W. B. INGLIS. (The British Way.) (1s. 3d. Craig & Wilson.)

[2] **Planning—Education in the Services.** (Annual Subscription, £1. P.E.P., 16 Queen Anne's Gate, London, S.W. 1.)

[3] **Adult Education after the War:** a Report of an Inquiry made for the British Institute of Adult Education.) (4s. net. Oxford University Press.)

GERMANY'S EDUCATION AND DEMOCRACY

THE author, former under-secretary in the Prussian Ministry of Education, recommends* the revitalization of the main principles of the Weimar education scheme, thus continuing German ' idealism ', the development of which is alien " to the empirical genius of English-speaking countries ". In Anglo-Saxon education " community life " designed for average persons prevails, based on pragmatic theories like Dewey's, which " never could arise in Germany ". Here " *Weltanschauung* " stands in the foreground and instruction designed for the education of " superior persons ". The Anglo-Saxon attitude towards education, possible only " at the price of a certain spiritual mediocrity ", is not so remote from empiricism and utilitarianism as the German one, which is mainly interested in the " transcendental, absolute, and unconditioned ".

Westerners rarely realize that the traditional German educational attitude was more individualist than the Anglo-Saxon one, and that only military service taught adaptation to group life. Students, lacking any tutorial supervision, attacked the Weimar democracy, supported by many professors, who misused " university autonomy ", which the author suggests should not return.

Since Mr. Richter is in favour of the idealist historical tradition, he wishes to prove that only an " underworld of murderers " got hold of Germany. He intimates that people have " coarsened Fichte's hero ideology ", that Clausewitz, as a fine general of the past, was a " sensitive spirit ", and that Luther and Wagner belong to representatives of a culture which enriched the world. (Of fifteen people selected,

Digitized by Google

there are nine musicians, of whom five primarily embellished Austrian artistic life). Unfortunately, Luther has been accused of suggesting the merciless slaughter of rebellious peasants and the burning of synagogues. Fichte has been challenged for suggesting in his megalomaniac *Macchiavell* hailed by Clausewitz, that Europe's youth of higher culture should learn warfare by fighting barbarians inside and outside Europe, and in another book that the Jews should be deprived of citizenship. Richard Wagner's vulgar anti-semitism is well known.

The author describes the Protestant churches as supporting "reactionary forces", the Roman Catholics co-operating rather with labour, and both showing their ineptitude in fighting Hitler; but he does not even mention the strong chain of ruthless nationalists whose works were widely read, from Fichte onwards to Lagarde, Langbehn (*Rembrandt als Erzieher*), H. St. Chamberlain (patronized by William II), Hans Grimm (*Volk ohne Raum*, the author received an honorary doctorate from Goettingen), and finally to Hitler himself. Of Nietzsche, whose printed war-cries accompanied soldiers into the trenches, he speaks kindly, and of Pastor Niemoeller only as a martyr, but not as a man who supported Nazidom for a decade, as long as it did not attack his denomination.

Mr. Richter asks, of course, for reliable teachers; he hopes boarding schools will enable youth groups to be better supervised, and thinks organized college life would be useful. Whereas university studies do not mean much in America, a former German student who did not get a higher post felt himself to be an intellectual proletarian; therefore the number of students should be fixed, "taking into account the need for pastors, physicians, lawyers, teachers, and scientists". But even in these hard times "as in England, so in Germany, the aristocrat of the spirit should be made to live in the reflected glory of antiquity". He suggests one should lead the "mystical ecstasy" of German youth into new channels and transform it. But perhaps one would do better to promote 'disecstàsization', as it were, and a more sober and deliberate attitude. Mr. Richter declares that "Christianity alone can free Germany completely from the demons which have obsessed mankind during the last generation". He thinks of Germany's "true cultural mission" as associated with the name of Luther.

But perhaps this very German "Christianity" and "idealism" foster ingredients of the Nazi-like attitude, and the dividing line does not lie between Christianity and agnosticism. It may be characteristic of the German atmosphere that some anti-Nazis are promoting a rigid absolutism of the categoric imperative without compromise, based partly on religious, partly on realistic principles.

It may, on the other hand, be characteristic of the Anglo-Saxon atmosphere that many pious people who believe in only one heavenly morality nevertheless admit that perhaps a dissenting interpretation accepted by some of their brethren may be right; and they therefore try to cooperate with them without deciding the matter. They are thus in full harmony with their agnostic co-citizens who, starting from relativism and pluralism, also try to support the happiness of mankind by co-operative compromise, which is an essential element of the anti-totalitarian western democracy in action.

O. N.

* **Re-educating Germany.** By WERNER RICHTER. Translated by P. LEHMANN. (21s. net. University of Chicago Press; Cambridge University Press.)

GARDENING AND THE SCHOOLS

By RICHARD PALMER

MORE than a hundred years ago William Cobbett wrote his *English Gardener*, surely one of the best of bedside books for those who enjoy garden lore seasoned here and there with political invective. (A reprint should find a good many readers.) "No pursuit", says Cobbett, in his advertisement, "is so rational as this, as an amusement or relaxation, and none so innocent and so useful. It naturally leads to early rising; to sober contemplation; and is conducive to health. Every young man should be a gardener, if possible, whatsoever else may be his pursuits."

"Every young man should be a gardener." The war years have helped to spread that gospel. The needs of the school canteen have provided a material incentive, though some schools get no further. But many teachers have come to realize—what a select few had perceived long before the war—that the school garden is a project on the grand scale. In it the pupil runs into practical problems in which he acquires a direct personal interest. The bad teacher provides the answers as so many "practical tips". The good teacher seizes upon the problem-solving situation ready to his hand. He shows the science *behind* the practical tip. To do that is good science teaching, but it is much more. It is to introduce children, at a level which has *personal interest for them*, to one of the fundamental patterns of modern life—the relation between theory and practice, between science and human needs, and to give them some realization of scientific method and the scientific attitude. Therein, I would suggest, lies much of the value of gardening (and domestic science) as elements in a general education. Their practical value is obvious, but their wide educational importance is only now gaining recognition.

But of course "it all depends how it's taught". The gardening teacher (or the teacher of domestic science) who is a mere practical tipster is throwing away golden educational opportunities. Cobbett, of course, that prince of teachers, knew better. "It is here" says he "as in all my books, the *principles* that are valuable; it is a knowledge of these that fills the reader with delight in the pursuit." And that is very generally true of the spate of war-time books on gardening and farming—many of them intended for young readers. In most of them principles and practice, science and its applications, are closely interwoven.

Take Mr. Lawrence's book[1] as an example. It is intended primarily for the boy or girl who wishes to take up gardening as a profession, but who lacks the opportunity to attend a training institution. For these young people the book will provide an admirable frame of reference—a clear introduction to the *principles* of the subject, and to the elements of the sciences that contribute to it, and above all a wise guide to further study. Mr. Lawrence's closing words sum up the attitude that runs all through this clear, wise, intimate, well-written book: "This book is a guide, not a prop. *Do your own thinking*. . . . You won't achieve success merely by learning certain things in certain ways. The successful man will be the one who understands plants in theory and experience, and who can adapt his knowledge and his work to the ever-changing requirements of both nature and man."

The same spirit of inquiry, of science applied to practice, has always characterized the fine series of booklets published by the National Federation of

Digitized by Google

Young Farmers' Clubs. Here are four new ones[2] all well up to the high standard of teaching that we have come to expect. One of the excellent things about all the booklets in this series is the clever use made of photographs with captions which guide observation, ask questions, and in general start the pupil thinking. The same device is used even more extensively in Mr. Edwards' little book[3] which seems to be intended mainly for school children. Alternate pages in this book are given to clever little illustrations of farm processes and to the text which tells about them. *The Farmer's Animals*[4] is also well illustrated with many good photographs and provides a useful outline of the care of farm animals, though in this case many opportunities to show the science behind sound practical advice have been missed. Nevertheless the book will be a useful addition to the library of any rural school. Mr. Gunston's *Farming Month by Month*[5] has similar faults and virtues. It is written mainly for the novice farmer and is packed with useful information, but the seasonal arrangement means inevitably that principles are sacrificed to a multitude of practical tips.

Lastly, some books for the grown-up amateur gardener. Mr. Raymond Bush's three volumes,[6 7] provide a pretty comprehensive little library on fruit growing for the price of twenty cigarettes. Dr. Whitehead's book[8] provides many alternatives to the seeker after soil fertility. And finally Mr. Middleton[9]—very elementary, very practical, not very consciously scientific—but what clear effortless exposition, so apparently easy and yet really so very skilful! Eric Fraser's engravings are as clear and witty as the text itself.

Altogether a good batch. Cobbett would have approved—though he might have been a little jealous that he had not written them all himself!

[1] **The Young Gardener.** By W. J. C. LAWRENCE. (6s. net. Allen & Unwin.)

[2] **Young Farmers' Club Booklets.** No. 11: Ducks, Geese, and Turkeys. By L. C. TURNILL. No. 12: Soil Fertility. By A. S. MCWILLIAM. No. 13: Farm Horses. By C. WRIGHT. No. 14: Arable Crops—Corn, Pulse, Root. By J. O. THOMAS. (9d. each. N.F.Y.F.C.)

[3] **Our Food from Farm to Table.** By L. EDWARDS. (2s. 6d. Methuen.)

[4] **The Farmer's Animals: How They are Bred and Reared.** By F. H. GARNER. (3s. Cambridge University Press.)

[5] **Farming Month by Month.** By J. GUNSTON. (8s. 6d. net. Methuen.)

[6] **Tree Fruit Growing.** Vol. 1: Apples. Vol. 2: Pears, Quinces, and Stone Fruits. By R. BUSH. (Penguin Handbooks.) (9d. each. Penguin Books.)

[7] **Soft Fruit Growing for the Amateur.** By R. BUSH. (A Penguin Special.) (9d. Penguin Books.)

[8] **Manures for the War-time Garden.** By S. B. WHITEHEAD. (2s. net. Collingridge.)

[9] **In Your Garden.** By C. H. MIDDLETON. (1s. 6d. Arnold, Leeds.)

SEX EDUCATION IN HOME AND SCHOOL

By Dr. R. H. CROWLEY, formerly Senior Medical Officer, Board of Education

EDUCATION of each individual in the art of living a full life within the setting of the community we now know must be deliberately planned and carried out right through the great developmental period from birth up to, say, eighteen years. Sex in its wider connotation is almost as wide as life itself. Indeed, that we should have to speak of sex education as something detached is itself a witness to the significant failure of educationists, including teachers, administrators, local and central alike, and of intelligent men and women generally, to appreciate the place of health education through the school building and its surroundings and in the practice and curriculum of the school.

We have now, and quite suddenly, reached the stage when the old controversy whether education in matters of sex should be included in the school curriculum has given way to the question how such education may best be given. The young people themselves, parents, religious leaders, social and club workers, teachers in their corporate capacity, even the Ministry of Education,[1] have come round to this view. To this question there is no ready-made answer available. We have got to find out. There is already a good deal to guide us both in what to do and in what not to do. But we shall make no headway until we realize that education in sex is a *process* to be carried through the whole school life (and earlier) to the secondary school, and beyond to the place where education and industry meet. The process, as in the case of all health education, must be appropriate to the age period through which the child is passing. The literature on sex education is vast. Some of it is of little help, lacking foundation upon life as it is lived. Much of it is the record of what has been done in particular circumstances, in particular schools, by particular people, from which much can be learnt. What is lacking is crystallization of principle and practice as applied to the ordinary child and the ordinary teacher in the ordinary school. This has now been admirably indicated for us by Cyril Bibby, Education Officer of the Central Council for Health Education, in his book on *Sex Education: a Guide for Parents, Teachers, and Youth Leaders.*[2] Here is a mine of information and fact, the first, requisition as a basis for education. There is a real understanding of the child and adolescent as they pass through their different stages; of the responsibility and limitations of the parent; of the influence of the social life within the community of which the school is a part. There is a full recognition of the difficulties of the teacher, of his need for training in the task and the need also, when all is said and done, to recognize the fact that, however excellent their influence in training children in the art of living, the school and teacher can play a part only. Parents are reminded in a chapter devoted to the part they must play that it is one of which neither teachers nor any one else can relieve them. This applies especially to the earlier years which, in such large measure, determine the healthy emotional development of the child.

In dealing with the school curriculum, the book, while free from dogmatism, lacks nothing in definiteness. It is packed with practical suggestions for carrying out what is actually involved in presentation through each stage of education of child and adolescent. The author claims that the better the sex education in a school the better will it fit in naturally and unobtrusively into the ordinary life of the school. It will be conspicuous only to the degree to which it is imperfect. It neither can nor should be limited to one special course or one special teacher. More than that is asked in the way of planning, and every teacher and every subject must make their indispensable contribution.

In dealing with education in the secondary school (Education Act, 1944) the author insists that formal sex instruction becomes necessary and natural. So far, he claims, from there being any fundamental difficulty in including a study of sex in biology, it is quite impossible to teach biology adequately without teaching about sex and reproduction. The difficulty

Digitized by Google

lies in the mind of the teacher, not of the pupil. The study of the human species must not be left to the end of a long and logically thought-out biology scheme. What interests children especially is the way their bodies work. It is claimed that an early study of human physiology has definite advantages from the point of view of sex education. If we are to render less alluring the more tainted sources of information and if we are to avoid emotional upset at the discovery of the "facts of life", the imparting of information about human reproduction should be substantially completed by the age of 12. Things are difficult enough, it is suggested, without our giving the unwholesome purveyors several years start of ourselves. Most of the biology text-books widely used in secondary schools ignore any effective teaching on human reproduction, and it is little to be wondered at that children feel there is something queer about the subject of sex.

A chapter is devoted to "Sex Problems in the School". Among these, masturbation is dealt with fully and with much understanding and good sense. It is pointed out how much easier must be the task of the club leader when no child leaves school without a fairly detailed knowledge of the facts of sex and a healthy attitude towards them. We shall not get far, however, either in health education generally or in sex education in particular, until we give full opportunity for the education of the educators, and this subject the author deals with in his final chapter.

Special attention may be directed to the chapter entitled "In Search of Knowledge", a chapter likely to prove of real service to parents, teachers, and others. Here will be found a number of questions propounded by boys and girls, young men and young women, with suggestions for methods of answering them and including some actual specimen answers which will necessarily vary according to circumstances.

As already indicated, the book is written for parents and teachers alike. More stress might well have been laid on the need for parents and teachers to study it together. It is at present but imperfectly recognized how comparatively slow will be the progress made in all forms of health education during the great developmental period between birth and early manhood unless this becomes a joint enterprise of parent, teacher, and child. And this association must not be haphazard or incidental, but an association woven into the very texture of the school. The only hope for fostering the development of the full physical and mental health and of an integrated life for each child is through the continuous association of parent and teacher within the school as an accepted and integral part of the organization of the school and its activities.

There has come recently to hand an account of the first ten years' work of the American Institute of Family Relations. The purpose of the Institute is to make available to the American public all the existing information likely to promote successful marriage and parenthood. Its activities are grouped under three heads: public education, personal service, and research. Its most recent publication, by Paul Popenoe, entitled *Building Sex into Your Life*,[3] is a useful, straightforward, vigorous pamphlet for youth and youth leaders. The Pelican Books include two by Kenneth Walker,[4] a consulting surgeon of wide interests and a writer on various technical, philosophical, and social problems. *The Physiology of Sex* has had a wide circulation and this has been followed by *Human Physiology* which gives the

(Continued on page 374)

Alasil
The New & Improved Form of Aspirin

Why a Large Tablet?

BECAUSE 'Alasil' serves a double purpose. Every 'Alasil' Tablet contains the normal supply of the highest quality aspirin plus 'Alocol'—an important antacid which helps to make the pain-relieving properties of aspirin more effective. 'Alocol' protects the stomach and enables even the most sensitive digestions to accept 'Alasil' without any unpleasant reactions.

Breaks up at once in Water

Medical knowledge indicates the great disadvantages of swallowing any form of pain-relieving tablet whole. It emphasizes how important it is to see that such tablets are completely broken up before they enter the stomach. 'Alasil' Tablets have the special and great advantage of breaking up at once in water or on the tongue. Thus 'Alasil' can be taken with the greatest ease, and it gets to work more rapidly and effectively.

The advantages of 'Alasil' Tablets are obvious and real, as you will admit when you try them. They are scientifically prepared under the strictest control, and for years they have been widely prescribed by medical and dental practitioners and specialists.

The next time you need an aspirin take an 'Alasil' and note the difference. Take 'Alasil' for: Headache, Toothache, Colds, Rheumatic Pains, Periodic Pains, Digestive Disorders (due to acidity).

In bottles 1/11½ & 1/5
Cartons 6d. At all chemists

The Big Tablet
with Big Advantages

A844

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS', 13 Victoria Street, HUDDERSFIELD

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

layman an authoritative and clearly written elementary account of the working of the body. The author hopes the knowledge will be used to help men to live as healthily as possible for, he remarks, " We go about our daily work surrounded by the ' fifth columnists ' of disease, but fear and anxiety, even more than micro-organisms, are our real enemies and are more likely to be the cause of sickness." But he reminds us also that " the human body has been wonderfully contrived, and, provided it is used properly, is well able to support most of the strain and dangers to which it is submitted ". Under the title of *Venereal Disease in Britain*,[8] Dr. Sydney M. Laird, singularly well qualified for the purpose, contributes a Penguin Special in which he places before the ordinary man and woman the facts relating to venereal disease in Britain, and seeks to enlist their aid in reducing the incidence of the disease. The author indicates clearly those measures which should be taken to ensure this end.

[1] **Sex Education in Schools and Youth Organizations.** (Educational Pamphlet No. 119.) (6d. net. H.M.S.O.)

[2] **Sex Education: a Guide for Parents, Teachers and Youth Leaders.** By C. BIBBY. (7s. 6d. net. Macmillan.)

[3] **Building Sex into Your Life.** By Dr. P. POPENOE. (25 cents. The American Institute of Family Relations, 607 South Hill Street, Los Angeles 14, California.)

[4] **(a) The Physiology of Sex. (b) Human Physiology.** By K. WALKER. (9d. each. Penguin Books.)

[8] **Venereal Disease in Britain.** By Dr. S. M. LAIRD. (A Penguin Special.) (9d. Penguin Books.)

Classics

1. The Relevance of Greek Poetry: the Presidential Address delivered to the Classical Association in the Regent House at Cambridge on 14th April, 1943

By J. T. SHEPPARD. (8d. net. Oxford University Press.)

2. Poems from the Greek Anthology

Translated by FORREST REID. (5s. net. Faber & Faber.)

(1) The Provost of King's is sure to give us a good deal to con over when he touches his beloved " Classics ", and this address to the Classical Association is no exception: those who heard it may well have " caught fire " as they became alive to its appeal, for, as he truly says, " it was through faith in the pursuit of wisdom, justice, human kindness, that Homer educated Greece, and Greece, with Rome and Palestine, the modern world ". And what is true of Homer might, for later times, be said of Æschylus, Plato, Aristotle. It may be true that much of the teaching of the ancient Greek writers has already been taken up into the intellectual bloodstream of the civilized world, and it may suffice, for most people, to read their prose in really good versions; but it is not so with the poets. To feel the poems of Homer—their variety, their rapidity, their unfailing beauty—we must go to the great originals; these never grow old or stale. And no doubt this is what Dr. Sheppard would have us do. Those who read this little brochure will be drawn to read the classic poets in their native language; even a modicum of Greek will help; while those who have a reasonable knowledge of Greek will wish to re-read the books. We are grateful to Dr. Sheppard for his illuminating and helpful address.

(2) In this volume Mr. Forrest Reid gives us a goodly selection of poems from the Anthology, turned into English prose. Wisely, we think; it is rare indeed to get a really satisfactory rendering in verse, though there have been many attempts, *e.g.* in a small collection by the late Hugh Macnaghton. Mr. Reid disarms any criticism of his translations by modestly telling us that they were hammered out by the aid of " cribs ". Just over forty authors are represented, from Simonides to Paulus Silentiarius; and they are arranged, rightly, in chronological order, and not according to subjects. Mr. Reid's selection is, of course, not on so large a scale as that of Dr. Mackail, but the poems chosen give a very good notion of what the " epigrammatists " could achieve in the way of brevity, beauty, and wit. We miss a few old favourites, but have come across some pieces unfamiliar to us hitherto. The rendering of the last line of the famous epigram, by Simonides, on the Spartans who sacrificed their lives at Thermopylae, is not (we believe) quite correct; the late Professor Rhys Roberts, in an essay on The Eleven Words of Simonides, pointed out the true rendering. Mr. Reid gives us a brief, a very brief, introduction, and an occasional footnote: we could have done with a few more. His renderings of the poems are nearly in every case pleasantly executed.

E. H. B.

Education

Encyclopedia of Modern Education

Edited by H. N. RIVLIN and H. SCHUELER. ($10.00. The Philosophical Library of New York City.)

This volume of nearly 900 pages is a valuable contribution to modern educational literature. The student of educational thought and practice will find it a fruitful source of information. The main items naturally refer to education in the United States of America. Thus the English student who looks up " Board of Education " will find a description not of the English Board of Education, but of the local education authorities in the States responsible for the administration of the schools of the community. There is, however, a series of articles dealing with education in most other countries of the world, including England and Wales. The articles cover the whole field of education from Academic Costume to Progressive Education.

Upholland Grammar School: the Evolution of a School through Three Centuries

By J. J. BAGLEY. (6s. net. University Press of Liverpool; Hodder & Stoughton.)

This publication deals essentially with the history of Upholland Grammar School, near Wigan, and the influence on its development of its headmasters from the foundation of the School in 1668 to the present date. The treatment is never narrow, and the many references to other schools, particularly those in South Lancashire, to teaching methods in vogue at different periods, and to the factors affecting the evolution of old-established grammar schools make the book of interest to all students of educational history. There is some danger that in the reorganization of the secondary stage of education this type of school will become engulfed and it would be a useful movement for all such schools to collect similar material for the benefit of old pupils, parents, administrators, and the general public.

Digitized by Google

English

Poetry for You: a Book for Boys and Girls on the Enjoyment of Poetry

By C. DAY LEWIS. (4s. 6d. net. Blackwell, Oxford.)

It is a common question with the young reader, and it would be with the older if they had the courage to ask it, why the critic praises this and that, and condemns the other. Wonder about the fundamental principles of aesthetics exists more than we are apt to imagine, but the hungry are rarely fed to their satisfaction. The critical theorists serve up ancient canons, with the admitted glories of what the great artists have produced, and generally obfuscate or beg the question. They are apt rather to silence than to illumine.

Mr. Lewis with unusual honesty of mind and exposition has undertaken to help the unsophisticated reader to realize what poetry is, to see how it is made, and to acquire standards of critical judgment. He brings to this task several valuable qualities: he understands the adolescent mind and habit of thought, he knows his way about English poetry, he can express himself with simple clarity, and he is himself a poet.

He begins at the realistic level of the boy who asks —What is the use of Poetry? And with excellent patience he shows that it is as useless and useful as any other beautiful thing. He then goes on to show how it irradiates life by describing images and thoughts in a form and with a force which science and logic can alone never attain, that it enables us to see into the heart of things, and carries sensation into the midst of fact.

Only an acute critic and subtle artist could have carried us through the process of creation, so that we see over the alchemist's shoulder as he mixes the ingredients in the alembic of his imagination, and after submitting it to the poetic fire and the artist's cunning turns out a sonnet for our beholding. His chapter on "How a Poem is Made" is as exciting a piece of criticism as has ever been written. We see the sonnet growing to the wizard skill of the poet's hand.

This little book is written for boys and girls, but it will appeal to a much wider public. It is an illuminating exposition of first principles and no critic of poetry but will find it a refreshing experience to have his cobwebs and theory blown away by the fresh air of Mr. Day Lewis's simple honesty. The supercilious may think that some of the exposition is a statement of what he knows well, but he will find not a little that is profound. It will be of the greatest value to those whose high calling it is to encourage the development of a sound and healthy taste for poetry among the young.

A. E. M.

American Life in Literature: from the *Mayflower* to the Civil War

Edited by DORA JESSOP. (The Teaching of English Series.) (1s. 8d. Nelson.)

The intention of Miss Jessop is excellent, to provide a literary companion to American history, and admirable passages have been chosen from American writers to create a more vivid understanding of The First Colonies, The Expanding Frontier, The Slaves, The Indians, and The Civil War. It is therefore a matter for regret that the record has had to close in 1865, for to boys and girls so many of the most interesting aspects of American life belong to a later date.

History

Historical Association Publications

(1) *Scottish Diplomatists*, 1689–1789. By Dr. D. B. HORN. (2) *China and Japan*. By Sir JOHN T. PRATT. (3) *Latin-American History*. By R. A. HUMPHREYS. (4) *Annual Bulletin of Historical Literature, No. XXX: Dealing with Publications of the Years* 1940 *and* 1941. (5) *A Select List of Books relating to the History of the British Commonwealth and Empire Overseas*. By Dr. W. P. MORRELL. (6) *A Short List of Books on National Socialism*. By N. H. BAYNES. (Nos. 1–3, 5, 6, 7d. each to members, 1s. 1d. each to non-members. No. 4, 1s. 7d. Published for the Historical Association by King & Staples.)

THE pamphlets of the Historical Association have continued to appear during the war; fifteen bear the dates 1940–1944. There seems to be some element of caprice in the choice of original work in the field of historical scholarship. The latest batch include matters so diverse as *Scottish Diplomatists*, 1689–1789, by Dr. Horn, *China and Japan*, by Sir John Pratt, and *Latin-American History*, by R. A. Humphreys. In Dr. Horn's recondite work it is difficult to ascertain whether his contention is (*a*) that Scotland did not obtain her due share of diplomatic appointments, or (*b*) that Scotland did obtain her due share, but that this was entirely due to merit, strongly supported by the superiority of the University of Edinburgh over the University of Oxford. Sir John Pratt writes with great authority on China and Japan, and his sympathies are engaged on the side of China, where he rose to a high position in the Consular Service. "The Chinese", he says, "were not oppressed by any doctrine of original sin, but maintained their faith in the essential goodness of human nature. The sense of moral obligation implanted in each human breast was the foundation of the social order, and the function of the State was, not to provide machinery for the protection and enforcement of individual rights, but to encourage appropriate habits, modes, and pursuits of life so as to foster in every way the sense of moral obligation. . . . The only aristocracy was an aristocracy of learning, and from the earliest times the end of government was held to be the welfare of the people as a whole. . . . The system of State examinations which had its origin before the Christian era is still the most characteristic and perhaps the most valuable of China's institutions." Japan, on the contrary, has not emerged yet from the conceptions and moral code of tribalism. (Sir John Pratt is the author of two Oxford Pamphlets on World Affairs, Nos. 55 and 58).

In *Latin-American History*, Dr. Humphreys covers a huge field in time and space in eighteen pages. (Dr. Humphreys is the author of Oxford Pamphlet No. 43.) Of far greater importance to the scholar and the teacher must be reckoned the *Annual Bulletin of Historical Literature* and the occasional Bibliographies. The *Annual Bulletin* relating to the Publications of the Years 1940–1941, in ten parts each by a distinguished scholar, is now available. *A Select List of Books relating to the History of the British Commonwealth and Empire Overseas*, by Dr. W. P. Morrell, which contains an appraisement of every important book in a vast field, is invaluable. *A Short List of Books on National Socialism*, by Professor Norman Baynes, is marked by a great scholar's impartiality and integrity. Prof. Baynes refrains from indignation, except perhaps in his reference to "ARTHUR BRYANT, *Unfinished Victory* (Macmillan, 1940):

Digitized by Google

Hitler as a 'very great man'—a study of Hitler written with deep sympathy". 1940! C. D.

1. Sun Yat-Sen: a Play

By PEARL BUCK. (1s. 6d. China Campaign Committee.)

2. Chinese and Western Civilization: A Parallel

(1s. China Campaign Committee.)

(1) This play by the well-known writer on China dealing with the life of Sun Yat-Sen, first President of the Republic of China, is suitable for reading and acting in schools. The book has a number of illustrations and the play is preceded by a lecture delivered in New York last year by Dr. Hu Shih dealing with the life and practical philosophy of the great Chinese leader.

(2) The China Campaign Committee have also published a chart showing in parallel columns the outstanding events in Chinese history and culture from earliest times, the chief points of contact between China and the West, and the outstanding events in Western history.

There is a great lack of suitable material to meet the growing interest in this country in the history and culture of our eastern ally, and we welcome these efforts of the China Campaign Committee to provide such material. A full list of the publications of the Committee can be obtained from the Committee, 34 Victoria Street, London, S.W. 1.

Germany and Europe: Political Tendencies from Frederick the Great to Hitler

By Dr. F. DARMSTAEDTER. (12s. 6d. net. Methuen.)

Dr. Darmstaedter tells us in this book what the German people have "politically thought and willed" since 1750. He is therefore more up to date than Tacitus (whom we are often rebuked for quoting), but it must ruefully be admitted that Dr. Darmstaedter unwittingly tends to confirm the conclusions of Tacitus. In A.D. 99, in *Germania*, Tacitus told us that "a German conducts no business, public or private, without being completely armed". On page 64 of this book the author tells us that in 1862 military drill became an essential feature of the nature of the people. Civic life and civic callings appeared as a furlough from service with the forces, subject at any time to a recall to arms. Bismarck wore his uniform (as an officer in the *Landwehr*) on purely political occasions in his capacity as Chancellor of the Reich. (If such had been the temper of the British, Mr. Winston Churchill, as Chancellor of the Exchequer in 1925, would have introduced his Budget in the House of Commons in the uniform of the 4th Hussars.)

The author thinks that the Four Freedoms should be extended to Germany, but all his evidence tends to show that a Fifth Freedom should be a condition of the Four: freedom from uniform.

C. D.

Miscellany

The Elements of Sociology: an Introduction to Social and Political Science

By F. J. WRIGHT. (6s. 6d. net. University of London Press.)

This book goes some way to meet the need of the moment for student, social worker, and intelligent citizen who wish to learn what sociology is and how it relates to other subjects. The statement is interesting and arresting, but there are notable omissions, *e.g.* nothing is said of survey method or of the importance to the understanding of everyday life of the study of material culture.

The plan of the book is simple and clear, the first part dealing with principles, while the latter half is concerned with their embodiment in social institutions. The author has learnt his sociology by means of lecture and text-book, and obviously owes much to the work of Ginsberg and MacIver. That he has read widely is clear from significant references to such authorities as Max Weber, Durkheim, Westermarck, Marett, and Fraser. There is an index, bibliography, and an indispensable glossary of terms—for definition must accompany the study of society.

Social Studies and World Citizenship

By L. J. F. BRIMBLE and F. J. MAY. (6s. net. Macmillan.)

This book is an attempt to suggest a reshaping of educational outlook and method to meet the needs for training in world citizenship in the post-war years. The teacher should be a social psychologist. Subjects are to be included in the curriculum only because of their value in the training for citizenship. Teaching methods will be determined by the attitude of mind and outlook that they engender. It follows that the new angle of approach will be sociological and the studies international in outlook. Everything taught must be related and the staff should work as a team. The social significance of biology, history, economics, art, physical training, religious knowledge, and other subjects will never be allowed to escape from the consciousness of teacher and taught.

The book argues that training in world citizenship requires a basis of synthesis in education. A beginning must be made in learning to relate one thing to another—school and home—village and town—city and country—and so to the larger world. Everything thereby becomes meaningful. The everyday objects, such as furniture and decoration, are recognized as "a material manifestation of social life". The cultural and utilitarian sides of science are to be merged and science linked up to the humanities. History will be taught as a sequence of cultural periods; scripture will demonstrate, through teaching of the prophets, a social code and, through the Gospel, a respect for humanity. "The paths of peace are paths of understanding." D. F.

The Personnel Function in British Industry

(Personnel Administration, 130 Mount Street, London, W. 1.)

Pace the Prime Minister, the title of this sensible pamphlet, need not put the reader off. It endeavours to show that care in creating harmonious relations is an industrial investment which yields a rich return. Works are as full of feelings as they are of machines, and all holding executive positions should take due account of this. The managing director must undertake the creative work of directing the company by leadership, vision, and justice, and will see to it that day-to-day exchange of ideas provides opportunities for the exercise of initiative. The production director will cultivate the same sound principles in dealing with the rank and file, remembering Sydney Webb's dictum that "the handling of human nature in conjunction with machinery and materials with a view to its perfect co-operation in an industrial enterprise" is the main job of management. The foreman can inculcate in the operatives a sense of the importance of their work. Works councils and informal meetings help to clear up misunderstandings. Industry is not merely a mass of machines and technical processes; it is a body of men. It is not only a maze of organizational procedures, it is a magnified nervous system. The industrialist who most fully realizes those things with all their implications will succeed best.

S. B. L.

Digitized by Google

Music

1. **Hallow'en: a Musical Play in One Scene**
   Book and Lyrics by IRENE GASS. Music by H. BROOK. (3s. Oxford University Press.)
2. **Joy and Memory: a Song-Cycle for Children's Voices**
   (Unison, Two-part, and Three-part) and Piano. Music by R. MILFORD. (Vocal Score, 4s. Oxford University Press.)

The former is a straightforward work more suited to older girls than to boys, though there are parts for an errand boy and a band of elves, *i.e.* for some of the younger boys, if available. It contains seven musical items including a dance (*finale*) and a reasonable proportion of spoken dialogue, lasting in all about half an hour. As there is no overture to the play the inclusion of an introductory witches' dance might have proved a satisfactory substitute. The music is simple and effective, while the pianoforte part should be well within the range of the average accompanist. The other work is also of the cantata type, but of a much more advanced standard. There are six numbers in all, with unison, two-part, and three-part songs in pairs, and the poems set are taken from Hood, Wordsworth, Bridges, and old rhymes. It is essentially a work for girls' secondary schools—some of the contralto parts lying around lower A—where the upper forms could well compass the three-part songs, the middle the two-part, and the junior the unison items. The musical settings are somewhat modern in character, which is all to the good since Victorian idioms have prevailed too exclusively for too long in our s hools. The cycle should take about twenty minutes to perform, but, if the composer's suggestion be followed that his piano suite *Littlejoy* might be played in conjunction with it, this would give an addition of ten minutes' equally enchanting music. There are also available voice parts only at 1s. 9d. each, and perhaps it is not too much to hope that an arrangement for string orchestral accompaniment may be made when the song-cycle is more widely known, as it certainly should be.

Religious Knowledge

The Loveliest Friend : Stories of Jesus for Small People.
By J. M. MACDOUGALL FERGUSON. (Attractive Stories of Jesus for Children.) Second (Revised) Edition. (2s. 6d. net. Religious Education Press.)

Stories from the life of Jesus (including the Birth and Resurrection stories) told vividly, concisely, but with wise restraint, and intended to be read to small children. There are black-and-white illustrations, and suggestions for " expression work ". A welcome aid to mothers and fathers, as also to inexperienced teachers dealing with individual children or small groups, and tempted to embroider where the strictest economy is required in order to avoid giving the child a false idea of the miraculous or, on the other hand, ' watering down ' the biblical statements.

Scholarships

MATRICULATION AND OTHER EXAMINATION NOTICES, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS AND BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council :
Rt. Hon. Viscount CALDECOTE, C.B.E.

Principal :
Mrs. J. L. STOCKS, B.Sc. (Econ.)

RESIDENTIAL College for 150 women which prepares for the Degrees of the University of London. Non-resident Students are admitted. At the Scholarship Examination—to be held in November, 1945—SCHOLARSHIPS from £100 to £20 will be awarded for CLASSICS, GERMAN, FRENCH, ENGLISH, HISTORY, BOTANY, BIOLOGY and MATHEMATICS.

Fees.—Residence, £90 a year. Tuition from 38 guineas a year.

For further particulars apply to :

The Registrar
WESTFIELD COLLEGE
(University of London)
at ST. PETER'S HALL, OXFORD

BRIGHTON COLLEGE
AN Examination is held each June to elect several Scholarships varying in value from £65 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the financial position of the parent and in no case will the value of a Scholarship exceed £65 for boarders and £30 for day boys, excluding compulsory extras, which amount to £12 7s. 6d. for boarders and £4 17s. 6d. for day boys.

Ten Centenary Endowment Scholarships for Boarders are offered on the result of the C.E.E. in June. Open to candidates attending Preparatory Schools which are members of the I.A.P.S.

Full particulars on application to the HEADMASTER.

ALDENHAM SCHOOL
ENTRANCE SCHOLARSHIPS. The following are awarded annually to boys under 15 on September 1, on the results of an examination toward the end of May :

(a) An ALFRED SMITH SCHOLARSHIP of £80 a year.
(b) Three JUNIOR PLATT SCHOLARSHIPS of £60 to £40 a year.
(c) Two or more EXHIBITIONS of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School :

(a) Two SENIOR PLATT SCHOLARSHIPS of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(b) Two JUNIOR PLATT SCHOLARSHIPS of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £115 a year, with a Consolidated Fee of £5 a term to cover all necessary extras.

Further particulars may be had from the HEADMASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

DEAN CLOSE SCHOOL, CHELTENHAM
AN Examination for Six Scholarships, varying from £80 to £25 per annum, is held in May of each year. Age limit 14 years. Special Exhibitions each term for sons of Clergy and members of H.M. Services. Apply HUGH ELDER, M.A., Headmaster.

GIGGLESWICK SCHOOL
SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEADMASTER, Giggleswick School, Settle, Yorks.

FELSTED SCHOOL
ENTRANCE Scholarships, 1945. Nine Scholarships, varying in amount from £100 to £40 a year, are awarded. One of them may be a closed Scholarship for R.A.F. officers' sons, who are also eligible for three special Nominations, of from £30 to £10 a year, awarded on the results of the examination. Special Music Scholarships are often given and music may be offered as an ordinary subject. Candidates must be between the ages of 12½ and 14 years on the January 1 preceding the examination, which is normally held in March. Full particulars from the HEADMASTER, Felsted School, Essex.

OUNDLE SCHOOL
AN Examination for Entrance Scholarships is held annually in May or June.

For further particulars, apply to the HEADMASTER, Oundle School, Northampton.

SCHOLARSHIPS continued on page 379

POSTAL TUITION

UNIVERSITY CORRESPONDENCE COLLEGE, founded 1887, with its staff of highly qualified resident tutors, prepares students for London University Matriculation, Special Entrance, and the Intermediate and Degree examinations in Arts, Science, Economics, Commerce, Engineering, Laws, Divinity, &c.; also for M.A. and various Diplomas and Certificates. The College is an Educational Trust, not conducted primarily as a profit-making concern, its main objects being the efficiency of its courses and the success of its students. Fees are extremely moderate and may be paid by instalments if desired. In the event of failure tuition is continued free of charge. More than 13,900 U.C.C. students passed London University examinations during the years 1930–1944.

Prospectus, post free, from the REGISTRAR, 14 BURLINGTON HOUSE, CAMBRIDGE.

Digitized by Google

THE COLLEGE OF PRECEPTORS

(Incorporated by Royal Charter, 1849)

BLOOMSBURY SQUARE
LONDON, W.C. 1

MEMBERSHIP

Registered Teachers, and others who have passed an examination satisfactory to the Council, are eligible for membership of the College. Particulars may be obtained from the Secretary.

DIPLOMA EXAMINATIONS

The Examinations of Teachers for the Diplomas of A.C.P. and L.C.P. are held during the Winter Vacations. The Regulations may be obtained from the Secretary.

PROFESSIONAL PRELIMINARY EXAMINATIONS

Preliminary Examinations for intending medical, dental, and pharmaceutical students are held in March, June, September, and December. The Regulations may be obtained from the Secretary.

THE CENTRAL SCHOOL OF SPEECH TRAINING AND DRAMATIC ART

(Incorporated)

ROYAL ALBERT HALL, LONDON, S.W.7

Recognized as an approved course for the Diploma in Dramatic Art of London University.

President:
Right Hon. THE EARL OF LYTTON, K.G.

Principal:
GWYNNETH THURBURN

1. Course of Training for Teachers of Speech and Drama.
2. Course of Training in Speech Therapy.
3. Course of Training for the Stage.

Prospectus on application to the Registrar.

THE BEDFORD FROEBEL TRAINING COLLEGE FOR TEACHERS

14 The Crescent, Bedford

TRAINING COLLEGE FOR TEACHERS AND SCHOOLS

Recognized by the Ministry of Education

Principal: Miss MARGARET SPENCE

Students are prepared for the Examinations of the National Froebel Foundation.

Practice in Primary and Secondary Schools.

Course of Training, three years.

Fees with Residence, £124 to £130.

Fees without Residence, £45 per annum.

For further information respecting Courses, Bursaries, and Residence, apply to the SECRETARY.

Physical Training

REMEDIAL GYMNASTICS, &c.

ANSTEY PHYSICAL TRAINING COLLEGE

SUTTON COLDFIELD, nr. BIRMINGHAM

FOUNDED 1897

Principal: Miss M. E. SQUIRE (Bedford P.T.C. Diploma)

Complete training for Teacher's Diploma (Women) in Theory and Practice of Modern Educational Gymnastics (Ling's principles), all branches of Games, Dancing, Swimming.

Good facilities for practice in teaching of gymnastics, dancing and coaching of games and swimming in Elementary and Secondary Schools.

Students are prepared for the Diploma of the University of London in the Theory and Practice of Physical Education.

Three years' resident course. One Scholarship of £60 and two of £30 are awarded annually in March for entrance in October.

For prospectus and further particulars of scholarships, apply SECRETARY. Telephone Erd 0095.

THE BERGMAN ÖSTERBERG Physical Training College

DARTFORD HEATH, KENT

Evacuated to Kingsfield, Pentire, Newquay, Cornwall

(FOUNDED IN 1885)

Principal: Miss G. MACLAREN, Diploma of Dartford Physical Training College.

The College has accommodation for 120 resident women students. The course of training covers three years, and is based upon Ling's Swedish System. The curriculum includes Anatomy, Physiology, Hygiene, Theory of Gymnastics and Principles of Education, Educational and Remedial Gymnastics, Games, Dancing, Swimming and Voice Production. Students are prepared for the Diploma of the London University. In addition a selected group of students has the opportunity of following a Social Science Course. Other students are given special lectures on Current Social Problems and Music.

One Open Scholarship of £80 is offered annually, and triennially the Kingsfield Remembrance Scholarship of £40 per annum, next award 1946. For Prospectus, &c. application should be made to the College Secretary.

BEDFORD PHYSICAL TRAINING COLLEGE

Principal: Miss STANSFELD, O.B.E.

Vice-Principal: Miss PETIT

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over three years, and includes the Theory and Practice of Educational Gymnastics, Remedial Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, Netball, Cricket and Swimming.

Students are prepared for the Examination for the London University Diploma in the Theory and Practice of Physical Education.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games and Swimming. Fees: £165 per annum.

Two Scholarships of £50 and two of £25 will be awarded annually. Application should be made before February 15.

For particulars, apply SECRETARY, 37 Landsdowne Road, Bedford.

LIVERPOOL PHYSICAL TRAINING COLLEGE

BARKHILL ROAD, AIGBURTH, LIVERPOOL 17

Principal: Miss M. T. CRABBE

The course of training extends over three years and is open to girls of 17½ years of age who have obtained a School Certificate or its equivalent. Students are prepared for the Diploma in Physical Education of London University.

There are eighteen acres of grounds and playing fields, an open-air swimming bath, gymnasia, massage room and laboratory.

Fees, £165 per annum. Two scholarships are offered annually. Prospectus and further particulars from the Secretary.

NONINGTON COLLEGE OF PHYSICAL EDUCATION

Evacuated to

Grafton Manor, Bromsgrove, Worcs.

THE Three-Year Diploma Course prepares students for the Diploma in Physical Education of London University. Fees, £160 per annum.

There are six Scholarships of £12 per annum and one Scholarship of £40 per annum for three years.

Illustrated prospectus with full particulars of Scholarships, &c., is obtainable from the SECRETARY, Nonington College, at the above address.

SPECIAL NOTICE

Nonington College is planning to return to its own buildings at Nonington, near Dover, Kent, during the Summer vacation.

THE INCORPORATED

FROEBEL EDUCATIONAL INSTITUTE

TRAINING COLLEGE FOR TEACHERS, GROVE HOUSE, ROEHAMPTON LANE, S.W. 1

DEMONSTRATION SCHOOL, COLET GARDENS, W. KENSINGTON, W. 14

CHAIRMAN: L. G. MONTEFIORE, O.B.E., M.A.

PRINCIPAL: Miss R. M. JEBB, M.A.

The College has been evacuated to Knebworth House, Knebworth, Herts., and the Demonstration School has been opened as a boarding school at Little Gaddesden, near Berkhamsted, Herts.

Students are trained for the Examinations of the National Froebel Foundation.

Prospectus and particulars as to Scholarships, Bursaries, and Grants from the Ministry of Education, may be obtained from the SECRETARY.

The College of Preceptors

BLOOMSBURY SQUARE, W.C. 1

Series of Lectures, followed by discussion, 11 a.m., certain Saturday mornings.

July 14. "The Education of the Ordinary Child."
Mr. J. Duncan, O.B.E., Headmaster of Lankhills Special School, Winchester.
Chairman: Dr. W. P. Alexander, Ed.B., M.A., B.Sc.

Admission Free

EDUCATIONAL ADVISORY BUREAU (Associates' Department)

AIM: to utilize the services of part-time Visiting Science Mistresses for independent Schools. Heads of Schools and Teachers should apply for conditions of membership to the Principal. Write Box 891, *The Journal of Education*, Press Road, Neasden, London, N.W. 10.

Digitized by Google

E
op. 2

THE JOURNAL OF EDUCATION

THE LIBRARY OF THE
SEP 7 1945
UNIVERSITY OF ILLINOIS

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 913 AUGUST 1945

Editor: H. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD. Tel.: 47917

PRICE 1s. 3D. BY POST 1s. 5D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	381
ASPECTS OF THE ARMY EDUCATION SCHEME. *By a Correspondent*	385
ENGLISH PRONUNCIATION AND SPELLING. *By* "E. K. S."	386
GENERAL SCIENCE AND TOPICS. *By H. S. Shelton*	388
THE VILLAGE HALL: A NEW OBJECTIVE. *By J. E. Terry*	389
THE SCHOOLMASTER RETURNS. *By R. N. Cooper*	391
A CIVIC WEEK. *By W. F. F. Shearcroft* ..	392
CLASSIC HATE. *By A. E.*	393
CORRESPONDENCE.. .. .. *Plato's "Republic" and German Education; The A.U.T. Memorandum; Politics versus Education; Education in the N.F.S. in London; The Teaching of English to Foreigners; etc.*	394
SCOTLAND	400
EMPIRE AND FOREIGN NEWS .. .. .. *New Zealand—1944—An Eventful Year; A Visit to a Native School at Fort Usher, Rhodesia.*	402
EDUCATIONAL MEETINGS..	406
PERSONAL NOTES	408
TOPICS AND EVENTS	409
NEW BOOKS .. .. *The Future of Redbrick University; The Function of the University; Studies in the Psychology of Learning; Studying Stars.*	416

NOTES AND COMMENTS

The Army Education Scheme

IT is becoming a commonplace to say that adult education has learned much recently from the Services. The War Office has now established a new standard in this field by the publication of an account of a plan for the release period known as the Army Education Scheme. This pamphlet, which can be bought by the public for twopence, is supported by a remarkable range of handbooks containing syllabuses and bibliographies. These, alas, are not available to the public. The Director-General of Army Education has given very convincing answers to those who are asking what we really mean by further education, to those who still try to separate and define a vocational and a liberal education, and to those who ask how we can relate a generous educational programme to the social and individual interests of our citizens. A human understanding of the mood of the Serviceman during the release period has proved a sound foundation on which to build the scheme. As the pamphlet says, "Two moods will be uppermost in the minds of most soldiers—impatience and anxiety; impatience to get back to civil life and anxiety about their prospects in civil life". Six hours a week are to be devoted to a training programme for peace; not a vocational or technical training, but a general one which will put him in the way of learning a vocation.

The Army Handbooks

THERE are six fields of choice: Art and Crafts, Music and Drama; Commerce; Home and Health; Man and Society; General Science; Technical Subjects. Four hours a week will be spent on selected courses; the other two will be devoted to Current Affairs (A.B.C.A.). Full-time Unit Education Officers will organize the scheme and much will depend upon their sympathy and wisdom. The training of instructors will be the responsibility of the Army Educational Corps, which will make use of such civilian assistance as has been so magnificently given already by Regional Committees for Education in H.M. Forces. One entirely new venture is the establishment of a Formation College in each Command. One has only to read the short introduction to the Handbook on Art, Crafts, Music, and Drama to sense both vision and an understanding of the everyday needs of the common man. The section dealing with the Visual Arts and Crafts with its recommended books, its broad approach, and its practical advice, might well serve as the basis of an ideal art-school handbook. Perhaps the most comprehensive of the six guides is that entitled "Man and Society". Here we have a wise integration of the Social Studies. No one section is considered in isolation: those on Ethics, Psychology, and Philosophy are prefaced by one on Clear Thinking: the section on Economics is

Digitized by Google

so treated as to encourage its correlation with History, Geography, Politics, or Social Service. The scheme is so far merely a programme on paper: its success will depend on those men and women who put it into operation. But it is a significant landmark in the development and extension of adult education.

The Drama at Oxford

THE Oxford Commission on Drama that has been visiting America has reported on the conclusions it has reached. It recognizes that, if the significance and educational value of drama are to be exploited, plays must be performed, and that consequently the University should have its own theatre. That is elementary. You cannot use drama as a medium of education without a place in which plays can be acted. So far, so good. But what the summary of the report that has appeared in the Press does not reveal is something more important. What is the Commission's view as to the function which the study of drama and films is to perform in the educational life of the University? Under the stress of circumstance and of the demands of those who have to live in a highly competitive society, universities have been tending to assume more and more the function of technical high schools. In doing so, however, they weaken their capacity to serve the wider interests of education. To an increasing extent young people go to the university to acquire the technical knowledge and the label which will enable them to earn a living as doctors, teachers, civil servants, or what not. It is a negative advantage that the neglect of the arts has resulted in their remaining relatively free from this commercialization of education. But their value will be seriously reduced if from the start they are to be so treated as to tempt young men and women to undertake their study mainly because they can thereby obtain the qualification for a career.

The Function of Art

ART in one form or another makes appeal to many more people than our existing philosophy of life would lead us to believe. The instincts which they satisfy are to-day largely starved. In our concern to provide the knowledge and certificates necessary to enable people to earn a living we have developed highly successful methods of training one part of the personality—the mind; but we have done little to train another and no less important a part—the emotions. Perhaps, incidentally, much of the banal sentimentality of our popular music, our cinemas, and our theatres is attributable to neglect of that aspect of education. The arts provide one instrument to our hands for correcting this deficiency. In the exercise of artistic expression the emotions are given a medium through which they can be disciplined and refined and standards of quality can be cultivated. However well trained our minds may be we are poorly educated if our emotions are neglected, and it is through the emotions far more than through the intellect that standards of civilization are established. As Germany has demonstrated to all the world, a highly instructed people may be a very uneducated one.

Its Educational Value

IS it not then possible to consider whether Oxford could not show its recognition of drama and of other forms of art in such a way as to encourage its, and their, pursuit rather as a normal interest and activity of educated men and women than as a subject which has wage-earning value? Or have we sunk to the level where this is impracticable because no undergraduate can afford to devote time in his ordinary studies to any of the arts unless by doing so he can improve his chances of getting a job? Oxford is again showing its traditional liberalism in considering the admission of drama as a recognized medium of education. Will it be able to go so far as to include it as one among other forms of art which can be pursued as a normal part of a university course? Can it refrain from yielding to a demand for "labels" and leave that function to the specialist schools that exist for professional purposes? There are many signs that men and women generally are beginning to realize the emotional starvation which the neglect of art in ordinary life has produced. If Oxford were to give a lead by showing the value and importance of art as a medium of education and as a form of creative activity in which most people can share, its influence might be immense in the schools up and down the country, both of the old types and of the new.

School Registers

IT was to be expected that with the passing of the new Education Act uniform rules for the keeping of registers and records would be laid down for all types of secondary school. The Ministry had in fact an excellent opportunity for a thorough revision and simplification of the rules for registration required by the old elementary code, which were based on the assumption that children would seek to evade attendance at school and which for years have been a burden and a petty irritation to teachers in elementary schools. But, instead of adapting the simple and sensible methods of registration hitherto employed to every one's apparent satisfaction in secondary schools, the Ministry have seen fit to impose, without attempt at justification, a complex set of rules obviously derived from the former regulations for elementary schools. The Ministry must really show more good sense and imagination in these minor matters, for it is hard for teachers to whom they are a daily irritation to view them in their true perspective. Above all, the Ministry should be careful, in small matters as well as large, to give no grounds whatever for the fear that the extension of secondary education means in reality the imposition of the old elementary code on schools which have hitherto enjoyed greater freedom. Their liberties, and the trust which they implied, must be extended to the new secondary schools. The Ministry's Inspectors are likely to hear more than enough of *Administrative Memorandum No.* 48. It is to be hoped that it will soon be withdrawn.

THE problem of selecting the most appropriate type of secondary school for each child needs a dispassionate and scientific approach which is too often lacking. No one concerned with this problem

Digitized by Google

should fail to read the most important article by Professor Burt which appeared in *The British Journal of Educational Psychology* for November, 1943. In it he analyses the descriptions of the three "types of mind" (in one form or another this trinity is constantly recurring) which the Norwood Committee so conveniently postulated in order, it almost seemed, to fit the three existing types of secondary school. At first sight these descriptions seem intended to suggest three levels of intelligence, but closer study suggests that the Committee was guided "by the belief that individual differences among pupils are chiefly due, not so much to an innate, all-round capacity entering into every form of mental work, but rather to qualitatively different aptitudes producing qualitatively different types. . . . This view entirely reverses the facts as they are now known to us. The one thing which the analysis of mental measurements has demonstrated beyond all doubt is the supreme importance of the general factor of intelligence. . . . On the other hand, before adolescence, the influence of qualitative factors has proved to be so slight that their existence has been extremely difficult to establish".

A Psychologist on Selection

PROFESSOR BURT assumes that classification according to innate intelligence was rejected because of the wish to give equal prestige to all three types of school. But wishes will not alter facts; they cannot disguise the supreme importance of the level of general intelligence, nor enable teachers to discern specific aptitudes which at 11 plus are doubtfully existent. It is necessary to repeat that parity of esteem will be achieved only when the value of an education is judged, not by the ability of the pupils for which it caters, but by the degree in which it succeeds in making the most of the individual child. Prof. Burt's comments on the important part which well-conducted tests should play in the selection of the school most suitable for each child also deserve most serious consideration. He shows conclusively the dangers of excessive reliance on the assessments of teachers in primary schools, and the superiority in predictive value of appropriate intelligence tests. "In the interests of the nation as well as the child, the paramount need is to discover which are the ablest children, no matter to what school or social class they belong, and generally to grade each child according to the relative degree of his ability, and give him the best education that his ability permits."

Facts? Or Wishful Thinking?

IT is salutary, too, to find the problem of the backward child squarely faced. These backward pupils, whose innate intelligence falls as much below the general level as that of the pupils transferred to the former secondary schools rose above it, form some 10 to 15 per cent. of the children in most urban areas. The majority of them "demonstrably owe their backwardness to an innate lack of intelligence, and so can never attain to the normal level"; the low level of their intelligence "severely limits what can reasonably be attempted in the class-room". These, too, are facts which cannot be wished out of existence. Yet the capacity of some educationists for ignoring what is awkward and unwelcome seems unlimited—an L.C.C. inspector was recently reported to have said that in his opinion less than 2 per cent. of the children starting at an East London infant school were incapable of profiting by education as far as the university! It is not in opinions, whose dogmatism is often proportionate to their wishful romanticism, but in facing the facts revealed by patient scientific investigation and research that educational problems will find their solution.

The Backward Child

THE Times has maintained its honourable record of awakening the consciousness of the public to intolerable abuses. The most famous of all were the dispatches of William Howard Russell dealing with the conditions in the hospitals at Scutari during the Crimean campaign. These penetrated the complacency and inertia of Whitehall, and led indirectly, through the leadership of Florence Nightingale, to the reform of nursing in our hospitals and the enhancement of the status of the nursing profession. On July 15, 1944, *The Times* published a letter by Lady Allen of Hurtwood: "I write of those children who, because of their family misfortune, find themselves under the guardianship of a Government Department or one of the many charitable organizations. The public are, for the most part, unaware that many thousands of these children are being brought up under repressive conditions that are generations out of date and are unworthy of our traditional care for children. Many who are orphaned, destitute, or neglected, still live under the chilly stigma of 'charity'; too often they form groups isolated from the main stream of life and education, and few of them know the comfort and security of individual affection." Her letter is now republished (Simpkin Marshall & Co., 12 Old Bailey, London, E.C. 4, 1s. 2d. post free), with extracts from the many letters which it provoked.

Whose Children?

LADY ALLEN OF HURTWOOD estimates that there are 100,000 wards of the community for whom we pay either through taxation or by voluntary contributions. All these children "are deprived of a normal home life, and are condemned to a childhood of frustration and depression". *The Lancet* bears testimony to the reality of the need. "Perhaps", it wrote on September 23, 1944, "the most important element in a child's happiness is the unconscious assumption of security and permanence involved in having a home—somewhere where he belongs, where he has a right of entry at all times and in all circumstances, and where he is not merely tolerated, but loved." A Committee has now been appointed to consider the problem of such children, and we may hope that something will come of it. It would not, however, be right to set our hopes too high. Lady Allen of Hurtwood points out that three Ministries have been responsible, viz.:

Wards of the Community

Ministry	*Number of Institutions*	*Number of Children*
Home Office . . .	665	25,848
Ministry of Health .	2,159	76,204
Ministry of Education .	273	26,935

Digitized by Google

THE discrepancy between the figure of 100,000 wards of the community and the above figures is accounted for by overlapping jurisdictions. These Departments have Inspectors; yet abuses have now been brought to light of such a character as to compel the appointment of a Departmental Committee. A clue may be found in the Minister of Health's reply to a question in the House of Commons. " Reports are, of course, made, and are placed in the appropriate files " ! It is for the public to assume responsibility in this matter. Complacency and inertia inhere in the system, not necessarily in the individuals who, as inspectors and staff, often are giving of their best. In the *Encyclopedia Britannica*, Thirteenth Edition, it is recorded of the second Viscount Melbourne, Prime Minister of England, that his favourite dictum in politics was: *Why not leave it alone?* The shade of Lord Melbourne haunts Whitehall, and it is not surprising if an Inspector who knows that his report " will be placed in the appropriate files " develops a certain fatalism. Lady Allen of Hurtwood is more outspoken on this point. There are two roads, as she rightly points out, open to the reformer: the road of gentle persuasion, or the road of fearless exposure. " Gentle persuasion ", in her opinion, has failed, and we must tread the road of " fearless exposure ", wherever it may lead us, and whatever consequences it may entail.

Whose Responsibility?

THE recent increase in the book-publishers' paper ration from 42½ per cent. of pre-war tonnage to 50 per cent. is a welcome indication that the gap between the supply of books and the demand for them may grow a little narrower in the near future. But shortage of paper is not the only restrictive factor. Shortage of labour, especially in the binding trade, will prevent the publishers from taking full and swift advantage of the larger quantities of paper now at their disposal. Indeed, the printing industry estimates that even after complete demobilization it will be, by comparison with 1939, 10,000 operatives short. The schools, in particular, are not likely to find their shopping problems any easier in the near future. The range of choice will be as restricted and the queues as long as ever, despite the fact that, in addition to the 7½ per cent. increase in the general ration, 1,000 tons per annum were added in March to the " Moberly Pool " for essential books, of which a proportion will be used for school-books.

The Shortage of School-books

THE educational publishers are now facing new and extraordinary demands for their books. These come partly from the Services, partly from the schools themselves. The Services' educational schemes are making large inroads on the supply of school-books. Extra paper has, it is true, been made available for their needs, but little or no extra labour has been allotted, and the supply of Service demands inevitably reacts on the quantities available for the primary customers—the schools. Secondly, the introduction of free books into secondary schools under the new Education Act is causing many schools for the first time to procure, or attempt to procure, large stocks of standard books from which to supply their pupils. Very large orders for certain books are, consequently, beginning to reach the publishers, far beyond the normal annual demand. This will not, presumably, cause any permanent increase in the demand for school-books, but the immediate effect is to place on the publishers' supplies a strain which the recent increase in paper supplies does very little to mitigate. Thirdly, many authorities are increasing their allowances per pupil for books, especially for pupils in the former senior schools. This increased demand is most welcome, but in the circumstances tantalizingly unfulfillable. Until the paper restrictions are relaxed much further, and until much more labour is brought back into book-manufacture, the schools will have to carry on with a severe shortage of one of their most essential tools.

Increased Demand

THE recent decision of the L.M.S. Railway to second certain of their research assistants for lecturing work in the universities, and to invite university lecturers to undertake research work in their laboratories, has set an example which local authorities might well emulate. In every major department of a city or county, and particularly in the Health, Housing, and Education Departments, research problems of a statistical character constantly arise. Fluctuations in the birth-rate, not only in the area as a whole, but also in districts within the area, the number of children per house on housing estates as opposed to privately built residential districts, future movements of population arising from changes in the location of industry, the number of children requiring special treatment for mental or physical defect, the provision of free meals or free milk on an appropriate " income scale ": these and many similar problems require intensive research, much of which could be carried out adequately only by a trained research staff.

Local Authorities and Research

TO meet this need it is suggested that in all those universities which have a school of social science there should be appointed one or more research assistants who should be employed jointly by the City and by the University. This would mean that they would have access to the city's records and archives for their research, and they could fairly expect permission to publish their research. Moreover, they would be able to raise with the students of departments in which they lectured live issues arising from recent legislation. In departments preparing students for post-graduate degrees, M.A., M.Sc., or Ph.D. students in social studies might easily find in this way a series of suitable topics of research which they could feel were live issues and of direct value to the community. In time, a library of such research would be available for the guidance both of local authorities and for the appropriate Government departments, and the criticism which can so justly be levelled now against so much of our social legislation, that it is presented without sufficient consideration of its possible implications, could be answered.

Co-operation with the Universities

Digitized by Google

[*The columns of* THE JOURNAL OF EDUCATION *are open for discussion of all matters, however controversial, that are of interest to educationists. The editorial views are expressed in "Notes and Comments" and in the occasional leader. It must not be assumed that* THE JOURNAL *is necessarily in agreement with the views expressed by contributors in articles or in correspondence.*—ED.]

ASPECTS OF THE ARMY EDUCATION SCHEME

By a CORRESPONDENT

NOW that full details of the Army Education Scheme have been published, it may be well to consider the prospects of this enterprise during its initial period. The good fairies seem in the majority round its cradle, but there are one or two fairies of dubious aspect lurking in the background. The first disability under which the A.E.S. will go into operation is that the Army will not and cannot come to a standstill. Formations will keep moving about Europe, and beyond Europe, in an endless pattern of re-deployment. Accommodation will vary in its suitability for an educational time-table. And all the time, as the Release Queue moves forward, classes and courses will be losing their students and their instructors. Another uncertain factor is the quality of the teachers who will be conducting the scheme. For more than a year, at its Army Schools of Education, the War Office has been providing method-courses for selected officers and men who show some aptitude for teaching a subject. But, admirable as those courses are, a fortnight is a desperately brief period—even for the promising apprentice—in which to learn the rudiments of teaching. This process, very often, has been supplemented by the salutary experience of trial and error in the unit's war-time education schemes; but, even then, the training in their job which most instructors will have had is very scanty. There are bound to be many cases of the short-sighted leading the blind. The architects of the A.E.S. do not minimize these liabilities. Both of them are unavoidable, but against them are to be set a list of assets which are likely, on balance, to make the scheme effective.

The first of these is that the scheme is a military responsibility. Commanding officers are not let off with any such easy obligation as giving time and house-room to a posse of educationists who will operate the scheme for them. They are obliged to work the scheme for themselves. They have to raise their own staff of organizers and instructors, allot and supervise the time-table, and in general treat education as methodically as if it were military training. The A.E.S. is not an off-duty option, but an activity on which six or eight hours a week of "the King's time" are to be spent. At all levels, right up to the Army Commander, responsibility for the A.E.S. is a military one—and this policy is one of the most dependable safeguards army education can have.

Another aspect of the A.E.S. which inspires confidence in its prospects is the layout of the curriculum. It combines "compulsory subjects" with a wide range of individual choice. Two hours of the weekly total are to be spent in the Army's war-time Citizenship Courses. Once a week, on the community basis of the platoon or company, the men will sit-in at an ABCA discussion, under the chairmanship of their regimental officers. And, once a week, too, those background-lessons to ABCA, known as British Way and Purpose, will be given on the community basis of the company by selected instructors. How he spends his other four or six 'educational' hours is left to the individual soldier's choice. In one of six main categories—(*a*) Technical Subjects, (*b*) General Science, (*c*) Home and Health, (*d*) Man and Society, (*e*) Commerce, (*f*) Art, Crafts, Music and Drama—he can select from a list of courses which runs into a total of well over a hundred.

The Curriculum Handbooks—referred to in Notes and Comments—which are to be issued to all instructors in the six categories disclose further assuring evidence about the A.E.S. It avoids, with realism and resolution, any pretensions towards vocational training. In announcing the plan, the War Office has emphasized the fact that it does not possess either the foreknowledge or the facilities necessary to train men and women for specific jobs. That function is assigned, quite properly, to the Ministry of Labour. But what the A.E.S. can do is to put troops on the lines which, when they leave the Colours, they can follow in technical training. Pre-vocational instruction, on the other hand, is well within the Army's limits to provide, and by this wise decision the War Office will win the approval, as well as the sympathy, of those who know the complicated requirements of vocational training.

But, although the A.E.S. is alive to the soldier's bread-and-butter considerations, it is also insistent in reminding him that education is more than a postern to employment. Throughout the curriculum there is an abundant choice of subjects which can widen a man's knowledge of social affairs—literature, history, and philosophy, as well as an array of choices in the field of constructive hobbies.

Although the A.E.S. as a whole will concern itself with a modest provision of the needs of the many, it also makes arrangements for some more ambitious ventures. Of these the most notable is the establishment in all Commands at home and overseas of an institution to be called a Formation College. Men and women will qualify for admission to these colleges on the strength of the capacity they reveal in the unit education scheme. The course, which will be of a month's duration, will come as nearly as possible at the soldier's time of release from the Army. It will be residential, in a community of about 800 strong; and there can be no doubt that this final and agreeable experience of the Army will send many thousands of men and women back to civil life, not only in very good mental shape, but also with some zest for the principle of community education.

A project of such dimensions as the A.E.S. involves considerable problems of supply. One of the ironies of the Army's war-time schemes has been that, having

Digitized by Google

mustered the biggest potential audience for mass education ever assembled in our history, we have lacked the tools for the job. Every single item of educational equipment has been in short supply—books, blackboards, epidiascopes, handicraft materials, and everything else. Only by prodigies of improvisation has the Army provided itself with the barest subsistence-level of educational gear. The A.E.S. is going to be much better-off. Long-term planning has already ensured that a million of the two and a half million books on order are parcelled for delivery to units. Every Lieutenant-Colonel's command will, by this autumn, possess such aids-to-learning as a film-strip projector and a special wireless set to take the Forces' Educational Broadcasts which begin on September 3. Class-room and workshop accommodation are ear-marked, and in general the 'logistics' of the A.E.S. are being as well supervised as those of any other military operation.

The development of the A.E.S. will be watched with interest—indeed with self-interest—not only by those concerned with technical and adult education in civil life, but equally by industrial and commercial bodies. For this far-reaching but realistic enterprise may lay some of the foundations for significant post-war developments. An exhilarating sense of idealism pervades this practical and hard-boiled plan—a sense which can best be conveyed by quoting here the final paragraph of the pamphlet* in which the venture is outlined:

"A final word is necessary on the spirit of the A.E.S. In the first place, it is not a project aiming to abate impatience among soldiers waiting to go home; nor is it a confidence trick to supply soldiers with false promissory notes. It is neither more nor less than a prelude to resettlement. It is a means whereby the final stage of a soldier's life in the Army can be made a constructive experience and can prepare him for the responsibilities and opportunities of civil life. For, unless individuals develop that kind of concern, reconstruction plans will wither on the stalk. Secondly, it is a scheme which may have a powerful effect on education generally. The new Education Act has been called a milestone, but there are better metaphors. Soldiers are more likely to respond to the idea that it is a bridgehead, established by planners and specialists—but wholly dependent for its extension and development on the efforts of the common man. It is not too visionary a belief that those thousands of young men and women who participate in the scheme—as organizers, students, or instructors—will subsequently make their influence felt in securing the full benefits of educational progress."

* *The Army Education Scheme: the Plan for the Release Period.* (2d. H.M. Stationery Office.)

ENGLISH PRONUNCIATION AND SPELLING

By "E. K. S."

THE foreigner who is trying to learn English often complains that he has not one language to learn but two—English as it is written and English as it is spoken This is more or less true of most languages. On the other hand, Spanish, Italian, German, and Welsh are almost wholly phonetic. Once the learner has learned a few simple rules and has mastered the difficult sounds 'll' and 'ch', he can in a few minutes learn to read Welsh so as to make himself understood by a Welshman. English stands at the other end of the scale. What confusion must be caused in a child's mind by the pronunciation of 'cow' and 'mow', of 'post' and 'lost', of 'bead' and 'dead', of 'dog' and 'for' There is no need to labour the point. It is enough to refer to the many different pronunciations of the combination of letters 'ough' (aut, tho, thru, bow, cof, tuf, loch, hikup, hok). A Polish refugee whose name was identical with the Polish word for 'fish' wrote his name in English 'Ghotiugh', using the spellings which occur in the following words—'f' ('gh' as in 'tough'); 'i' ('o' as in 'women'); 'sh' ('ti' as in 'station'); 'ugh' ('ugh' silent as in 'dough'). Can we expect to produce a logically-minded generation out of children who have been so illogically educated?

No reasonable person can dispute the fact that the amazing discrepancy between written and spoken English is a cause of considerable confusion—not only to foreigners—and that much precious school time is wasted in mastering the many absurdities of our present spelling. Indeed, I am firmly convinced that, if this discrepancy could be removed or at least substantially reduced, we should save our children at least a year of school time, and that English, which is now spoken by nearly half the population of the world, would have been already accepted as a world language. Nevertheless, I am not so optimistic as to suppose that any general agreement is yet likely to be reached as to the best way of removing this difficulty.

There are two extreme schools of thought. "Educational Psychologist", writing in the October, 1944, number of *The Journal*, says that he "has long held that the greatest and most urgent reforms in education—reforms which would save about two years in the primary school—are the adoption of simplified spelling and a decimal system of weights and measures". He is, however, conscious of the difficulties in the way and goes on to suggest that, "if once the principle that pronunciation must follow spelling were accepted, no future changes in spelling would ever be called for; pronunciation might change, but it would do so consistently and the spelling scheme would still be 'phonetic', even if the sounds of individual letters gradually changed". It must be admitted that—owing, we suppose, to the spread of literary education—there is an increasing tendency to alter the accepted pronunciation of words and names in order to bring them into conformity with the spelling. The B.B.C. has become—or is likely to become—the supreme arbiter of standard English, though not, we hope, to the elimination of dialect. We may well be thankful that the pronunciation and the grammar of the announcers reach so high a standard. There is one announcer, however, who rejects the 'vulgar' pronunciation (supported by the Oxford English Dictionary) of such words as 'ate' (et), 'bade' (bad), and 'says' (sez); makes the first syllable of 'frontal' and 'frontage' rhyme with 'font'; scrupulously lengthens the 'i' in 'Yorkshire'; and makes what seems to me a pathetic attempt to treat such words as 'soldier' (soljer—Oxford English Dictionary), 'Russia' and

Digitized by Google

'Persia' (sha—Oxford English Dictionary) as trisyllables instead of dissyllables.*

I am afraid that, owing to the tendency we have remarked, the delightful old pronunciations of personal and place names are tending to disappear. A porter at a Gloucestershire station, when asked the time of the next train to 'Cisister', looked sternly at the questioner, and replied: "I suppose you mean Ci-ren-cester, sir." The street in Oxford which runs from Carfax to Folly Bridge is now known as 'St. Al-date's': half a century ago it was 'St. Old's'. How long will Magdalen College resist the conviction of many Oxford citizens that it "ought to be" called 'Mag-da-len'? The word was once spelt 'maudlin' (*cf.* Fr. Madeleine, Madelon). Place names like 'Bromley' and 'Tonbridge' are now often pronounced as they are spelt. We have heard the silent 'l' in 'Holborn' given its full value, and a Canadian friend of ours, who is partial to the expletive 'pshaw', always pronounces it with a strong emphasis on the initial letter. Will personal names like Cholmondely and Marjoribanks soon suffer the same fate? Such pronunciation as 'knŏ-ledge', 'infĭn-ĭte', 'confess-i-on' are often heard, especially in church services. A teacher once wrote the word 'cupboard' upon the blackboard and asked her children how it was pronounced. They with one accord said 'kubbərd' (the pronunciation given in the Oxford English Dictionary). The teacher shook her head reprovingly and, after making the children pronounce each syllable of the word separately, left them with the conviction that the "correct" pronunciation was 'cup-board'. I have heard other teachers insisting that the pronunciation 'England' is "more correct" than 'Ingland'. After all, the spoken word is older than the written, and the gulf between the two should be bridged by reforming our spelling and not, as "Educational Psychologist" suggests, by trying to pronounce words as they happen to be spelt.

The extremists at the other end of the scale would reform our spelling so as to make it agree with our pronunciation. This suggestion is often met with ridicule—ridicule which should be tempered by the knowledge that this particular reform is and has been sponsored by some of the greatest names in English scholarship and literature—Professor Gilbert Murray is President of the Simplified Spelling Society and Mr. Bernard Shaw is a strong supporter of the movement for the reform of English spelling, as were the etymologist, Professor Skeat, and the poet Tennyson. It is true that the first reaction to English so written is often one of distaste or even aversion. The late Sir Percy Nunn dealt with this point in a noteworthy letter in the February, 1943, number of *The Journal*. "Let any one start reading, with a mind as clear of prejudice as possible, the exciting story Mr. H. G. Wells once allowed the Society to reproduce in its own orthography. Then, if his experience resembles mine, he will find before he is half-way through the little book that he has ceased to notice anything odd in the spelling. In short, his mind will already have learnt to pass instantly *through* the novel printed forms to the words symbolized. And the mind of a child would learn to do this much more easily and painlessly if the present ridiculous spelling did not obstruct the way."

* The same announcer, following what we consider to be a bad example set by the Air Ministry and the Ministry of Home Security, always says "There was a small number of casualties". Would he also say, we wonder, "A small number of men was killed"? "A number of" surely should be followed by a verb in the plural.

Another of our foremost educationists, still happily with us, Dr. P. B. Ballard, in an equally noteworthy letter in the April, 1943, number of *The Journal*, welcomed Sir Percy Nunn's letter. "It seems to me", he wrote, "reasonable to regard language as essentially a spoken thing, not a written or a printed thing. Its primary symbols are sounds; the printed characters are merely the symbols of those sounds—the symbols of symbols. Language in fact functions on the lips of living men, not on the leaves of printed books. As a living thing it changes—necessarily changes. Nothing can stop it. And, if spelling and pronunciation run independent courses—or, rather, if one stands still while the other moves on—the estrangement between them will with the passage of time grow wider and wider. Such are the vicissitudes of a spoken language that absolute fixity is impossible. But relative fixity is not. Let us call it stability. Leaving out of account the free intercourse of fellow-citizens and the overlapping of generations, the main stabilizing factor in the past has been the printed page. Now we have a better one—the radio and the gramophone. The ear has at last come into its own." He went on to suggest that the much-needed reform of our spelling "should be gradual, and should be regulated and rationed by a joint committee of English and American scholars. If that were done the reading public would scarcely notice the change".

The January, 1943, number of *The Journal* included as an advertisement of Simplified Spelling the following excerpt from Mr. Winston Churchill's speech to Congress in December, 1941: "Twys in a singl jeneraishun the katastrofi of the wurld wor haz faulen on us, twys in our lyftym haz the long arm of fait reechd akros the oeshun tu bring the Eunyted Staits intu the forfrunt of the batl itself. If we had kept tugether aafter the laast wor, if we had taiken komun mezherz for our saifti, then this reneual of the kurs need never hav faulen upon us." This is only one of the methods advocated by the S.S.S., but reformers will not much mind what method is adopted, provided there is some simplification. The passage quoted is a good deal easier to read than, say, a page in the First Folio of 1623 or a passage from Chaucer's *Canterbury Tales, e.g.*:

> "Whan that Aprille with his shoures sote
> The droghte of Marche hath perced to the rote.
> And bathed every veyne in swich licour,
> Of which vertu engendred is the flour . . ."

Did the modified spelling adopted by the late Poet Laureate in *The Testament of Beauty* really stand between the reader and his enjoyment of the text? After all, our language has not been crystallized into its present form for very long. Our forebears used to spell very much as they pleased. Shakspere (Shakespere or Shakespeare) seems to have spelt his name differently almost every time he wrote it. The other day I was shown a short legal document of the sixteenth century in which the word which we spell 'knight' occurred four times, and each time it was spelt differently. I do not commend so extreme a licence, but the variations in spelling did not in any way obscure the meaning. The Americans have gone a little way in removing certain eccentricities of spelling. Thus, the termination 'our' is written 'or', 'centre' is written 'center' (as Shakespeare's printers spelled it), and 'programme' has dropped the two unnecessary letters at the end. French writes all words ending in the sound 'ĭz' with the suffix 'ise', *e.g.* 'organiser'. They are spared the difficulty which confronts the Englishman, especially

Digitized by Google

if, as is possible, he has "small Latin and less Greek", in deciding between the two suffixes 'ise' and 'ize'. Here I join issue with Fowler who says that the sacrifice of significance to ease does not seem to be justified. I hold on the contrary that the difference between the two terminations has no significance to the vast majority of English people, and that we should do well to follow the French example. Other slight changes might be made with advantage, such as the replacement of the old English forms: 'vittles', 'gost', and 'plow' for the forms 'victuals', 'ghost', and 'plough' which have no etymological justification. There can be no doubt that, if a gradual reform in our spelling could be introduced, as Dr. Ballard suggests, by some competent body, including both English and American scholars, one great obstacle which stands in the way of the rational education of our children and the rational use of the English language both by ourselves and by foreigners would be removed. I hope that this article may give rise to an interesting and profitable discussion.

GENERAL SCIENCE AND TOPICS

By H. S. SHELTON

IT is, I think, becoming generally recognized that the old science syllabus common in secondary schools, by the study of which the pupils obtained some knowledge of one (or two) of the ordinary subjects: chemistry; heat, light, and sound; magnetism and electricity; and biology, is not suitable to modern conditions, but that the material for an elementary course should be drawn from all these subjects. Very few are now prepared formally to defend the old subject-teaching, and the fact that it is still the usual mode of instruction in schools is partly due to inertia, and partly to doubt whether a satisfactory alternative scheme is in existence. This doubt is increased by differences of opinion between the advocates of general science, which differences it is important to reconcile. The differences can roughly be classified under two headings: those concerning the content of the work to be done, and those concerning the presentation of the subject-matter. It would be helpful if these two could be clearly separated, but unfortunately this is not possible. It actually happens, as would naturally be expected, that those who formulate a syllabus from the subject point of view choose different material from those who wish to present science in topics. If it were possible to agree on the content, it might be left to the individual teacher to choose the best method of presentation. Unfortunately, however, the differences are more fundamental than this.

The elementary syllabus of the Science Masters' Association[1] consists of chemistry, physics, and biology only, and contains no material from astronomy and geology. Even the fact that the time allowance for this syllabus (four periods a week) is, as they themselves acknowledge, hopelessly inadequate is not a sufficient reason. However restricted the syllabus, they choose the material on the wrong principles. The material should be chosen, not to balance the claims of the specialists in chemistry, physics, and biology, but to present the scientific facts and theories which are most important in the general structure of scientific thought, and in its applications to common life. If the principle is agreed, there is still room for difference of opinion in detail, but not for such differences as now exist. There can be no doubt whatever that some of the facts of astronomy and geology are much more fundamental than some of the material included in this syllabus, and equally easy to teach. This difference is typical. All through both syllabuses the same criticism applies. The choice of material natural to those who think on subject-lines is too technical, too academic, and runs to details which are unnecessary and confusing.

So do the arrangement and order of teaching. As an example let us take the first year of the S.M.A.'s "extended syllabus". During the first year of the course the teacher is supposed to have at his disposal a little less than 160 teaching-periods of 45 minutes each. Of these, 36 are given to biology (17 to flowering plants and 19 to animals which include pets, earthworms, insects, and frogs), 41 are given to elementary chemistry on the ordinary lines, and 4 to elementary geology; 76 periods are allotted to physics, divided into 15 heat, 11 sound, 19 experimental mechanics, 10 densities and Principle of Archimedes, 10 astronomy, and 13 light. Needless to say the teacher is not bound by the details, but he is obviously expected to arrange his course on these general lines.

If any one considers this satisfactory, the question of alternative methods does not arise. But I greatly doubt whether it satisfies any one. Does such a scheme show order, method, and continuity? Is this presentation of four different subjects in the teaching of the first year, with the physics subdivided into six sections, a desirable arrangement? Or is it not a medley of information, incoherent and confusing? If it is not satisfactory, then it is important to search for an alternative scheme.

In searching for an alternative scheme, it is obvious that some division of the subject-matter is essential. If you do not divide under the headings: chemistry, heat, light, sound, astronomy, biology, geology, &c., you must divide under some other headings, and it is convenient to call these headings *topics*. No other definition of topics is required. Any one who favours a particular scheme can call it "unit plan" if he wishes; but there is no difference in principle. We are much too liable to be confused by names. If, instead of teaching the old subjects as such, we arrange our material under different headings, that is the topic method. We are agreed that the old subject-division will not do, and that an alternative arrangement must be found.

In discussing the further question which topic-arrangement is the best, it is very important to get down to brass tacks. It is no use propounding the conundrum whether the unit-plan arrangement of topics, or some other arrangement, is the best. There is no answer to this question. What should be obvious to every one is that any proposed alternative scheme should be set forth in detail for the whole four (or five) years of the secondary-school course. Until this is done there is nothing to discuss. When this is done any such scheme should be carefully criticized and reasons given for asserting whether or no it is sound *as a whole*. If so, it requires still more detailed

Digitized by Google

criticism to see whether it can be improved in detail. In that way, and in that way only, can we come to an agreement.

Where are these detailed schemes? I know of two only which do not follow the ordinary subject lines: my own, and that of the Northern Universities Matriculation Board. My own[2] is set forth in considerable detail, and still awaits competent criticism. Although it has been extensively noticed in educational journals, detailed criticism is still lacking. Is the material well chosen? Is the arrangement reasonably satisfactory? Up to the present no opinions on these essential points have reached me.

With regard to the scheme of the Northern Universities Matriculation Board, it appeared to me that it was a topic-arrangement *in part*, and so, if a topic-arrangement were desirable, a complete scheme was obviously superior. This scheme also has a pronounced biological bias, and, while such a scheme might be suitable for certain types of schools, the majority of pupils needed a better balance between the biology and the physical science. Still, that scheme is in being, and, if any think it the best as yet published, it is open to them to give reasons.

Now let us consider the unit plan. The most characteristic feature which distinguishes it from others seems to me to be that the bias is less towards teaching the principles of science and more towards practical applications. The home of this scheme is the United States, and it is used to some extent in Canada. But all those who favour it should understand that in America it is *a device for interesting junior pupils*.[3] Those who continue science for the whole of the course which corresponds to our own School Certificate afterwards learn science on the ordinary subject lines. This is not only so in fact, but is definitely recommended by Mr. Frank.

The course recommended by Mr. Frank as "one of the latest and most carefully arranged" consists of ten topics (or units), of which the first is "The Homes in which we Live", the eighth "The Living Creatures of the Earth", and the last "The Work of Continuing the Species". If I were asked to give interesting lessons to junior pupils, this would suit me very well. They would get a great deal of interesting miscellaneous information, but I fear that they would learn little science. If this is the model suggested for our secondary schools, I have a number of questions to ask. What would you include under the first topic? Does it include how bricks are made, or the chemical composition of clay? Is it desired to explain the difference between cement, mortar, and putty, and to say why each of them hardens? Why do we paint iron railings, or wooden frames? What conditions are required to give walls which at the same time exclude water from outside and avoid condensation from inside? What are the relative advantages of hot air and hot water for central heating? Why does the burning of coal, wood, or gas, give us heat at all? I wish to know how much is to be explained on each of these details, and whether there is any connexion between this first topic and the second and third, which are "The Clothing We Wear" and "The Community in which we Live". But possibly this beginning arranged for junior pupils may not be suitable for a complete secondary-school course.

The above, I think, is sufficient to show that we have as yet very little to discuss. If any one thinks topics on these lines suitable for our secondary schools, the least we can expect is that he will set forth a scheme in detail for (say) six periods a week for four or five years. Until then detailed discussion is futile. The same applies to all other schemes. I think our conclusion must be that there is at present a lack of clear understanding of the principles on which a syllabus is to be based, and that we must first reach agreement here. Having agreed that a topic treatment is needed, we must construct the syllabus on that basis and on no other. Any syllabus so constructed then needs careful and detailed criticism. Until we can do this no further progress is possible.

[1] The S.M.A. report is entitled *The Teaching of General Science* (Murray), and is published in two parts. Part I contains the elementary syllabus, and Part II the extended syllabus.

[2] This is to be found in my book: *The Theory and Practice of General Science* (Murby), pp. 45–85. The rest of the book contains a general presentation of the subject with some criticism of alternative schemes.

[3] The American schemes are very competently described in a little book entitled *How to Teach General Science*, by J. O. Frank (Blakiston, Philadelphia).

THE VILLAGE HALL: A NEW OBJECTIVE

By J. E. TERRY

THAT education is a lifelong process is now officially recognized by the new Education Act; and one of the most important expressions of this new statutory conception is to be found in Section 53, which gives local education authorities power to "establish maintain and manage, or assist the establishment, maintenance, and management of camps, holiday classes, playing fields, play centres, and other places" at which facilities for recreation and social and physical training are available. It is now clear from the Ministry's recent report that the "other places" include community centres.

This article is particularly concerned with social centres in the countryside, which will, one hopes, continue to be known by the old name of Village Hall. Miss Edwards-Rees, in her book *A Rural Youth Service*, has significantly remarked that "the more the social conscience of the nation quickened on behalf of the cities, the more it seems to have slumbered in the assurance that, if all was not materially well with the country, at least eternal values were safe there". Hitherto this attitude and its attendant dangers have been only too apparent, and one of the most urgent problems of reconstruction is the provision in rural areas, as the Scott Report so emphatically recommends, of those amenities the absence of which will inevitably drive people away from the land once more. That is why one welcomes the application of Section 53 to the village, although the implied exclusion from the report of a village hall where the population is under 400 is to be regretted, since it is precisely in the smallest, which are often the most remote, places that the need for some adequate meeting place is greatest.

It is, however, only too clear that it is one thing to pass progressive legislation and quite another to

Digitized by Google

implement it. The vast programme of school building alone will of necessity delay the provision by the local education authority of community centres. Moreover, since in a machine-age size has become the criterion of need, it is likely that such centres will be provided in the towns before the villages. It is therefore encouraging to know that the village can turn at once for help elsewhere. The Carnegie United Kingdom Trustees and H.M. Development Commissioners have for many years made grants and loans respectively towards approved village hall schemes where the population is not more than 4,000, and this help is still available. These funds are administered and advisory services are provided by the National Council of Social Service in co-operation with the County Rural Community Councils. During the past twenty-five years some 500 villages have been assisted in this way, and the new official policy of the Ministry of Education is probably in no small measure due to the pioneering work of these bodies.

Hundreds of rural communities all over the country, from the Shetlands to Cornwall, are now making preparations for a village hall, but their chief anxiety is the time factor. Clearly no one can say when building will be possible, although it is to be hoped that, now the European war is over, favourable consideration will be given by the authorities to villages applying for material and labour where a real need for a social centre exists. At the same time, conversation with friends in the Services strengthens the belief that those returning from the war will, after an intense but short-lived desire for complete privacy, look for some focal point where the human fellowship of war-time may be continued and developed.

Here we may find ourselves on the horns of a dilemma. On the one hand, a village hall should be well designed, of sound material, and in harmony with the best type of local architecture, for only in this way will it provide a worthy setting; and yet such buildings may not be possible for several years to come. On the other hand, to wait so long may be to miss an opportunity which may never recur; for, if no facilities of this kind are available in the period of reaction which invariably follows all times of abnormal strain, creative development may give place to cynicism and disillusion. How is this problem to be resolved? Only, it is suggested, by the ingenious use of temporary buildings Much can be done with Service huts and the like if craftsmanship and taste are used in the adaptation of unpromising materials, and if internal decoration and in particular the right use of attractive colours are carefully studied.

It must, however, be remembered that the cost of acquiring, transporting, erecting, and decorating a temporary hall may be considerable, and the greatest caution should therefore be exercised in seeing that such a venture does not prejudice the permanent scheme. In any event, the preliminary work of planning and preparing for a village hall usually occupies one or two years, so that, even if it must wait for a building, a village may use the interval to good purpose. Moreover, the temporary hall must not be allowed to extinguish the desire for a more permanent building. Indeed, if the former is erected adjacent to, but not upon, the exact site of the latter, it can assist in the achievement of the long-term object by providing a place where not only a sound community life can be developed but also funds can be raised. May we, however, be spared the mistakes made after the last war. Service huts acquired then can still be observed in our lovely countryside ekeing out a horrid and unkempt old age. A temporary structure acquired *faute de mieux* after this war should be given a limited life and should be made to serve a larger purpose.

To turn to an even more important aspect of this subject, what of the village hall activities themselves? Architectural beauty and material soundness are but a condition precedent to something more, for alone they are but form, and if we mistake the form for the spirit we shall be winnowing the husks. Whist drives and dances by themselves represent stagnation. So much is possible for a community with a good hall and a little imagination. Whilst it is essential to cater for elementary social needs by way of a good canteen, dances, and games, the village hall is also a suitable place for the County Library Service and for a clinic, and it may provide a valuable means of bringing the benefits of any new national health service to the rural areas. Here also Parish Council and Annual Parish Meetings should be held. The arts also can flourish in the countryside through the village hall. Music and drama are perhaps the most popular, but it cannot be too strongly emphasized that drama needs a well-designed stage. The immense possibilities of the cinema should also be available in the future through the 16 mm. cinematograph apparatus, which should be provided for in planning now. The idea of the news room, which has been developed with outstanding skill and vision in the R.A.F. during the war, could also be adapted with benefit for the village hall.

It is an obvious but frequently forgotten truth that the root of a natural community life in the countryside is a prosperous agriculture. This we have had in war-time and unless we retain it all plans to recreate and develop village life will fail. But, given a sound agriculture and wages broadly equivalent to those in industry, the village hall may be the greatest single factor in the restoration to the village of those qualities of vitality and community of which the Industrial Revolution has done so much to deprive it. The establishment and development of such social centres should be encouraged by statutory and voluntary bodies alike. Indeed, this is—and can increasingly become—a fruitful field for such co-operation. Here, through the new responsibilities laid on the local education authority, is an opportunity for the growth of closer bonds between the County Council and the rural parish, and every village now making preparations for a hall should consult the education authority from the outset. Here, too, is the kind of project that can suitably be initiated by that Cinderella of the statutory authorities, the Parish Council, which, like the good squire of former times, should give leadership to the community; and the flourishing community life which a village hall can engender should lead to a quickened interest in local government. The village hall itself should be a place where young and old can meet and where all activities can be pursued in friendly and comfortable surroundings. Control and management should be in the hands of a committee fully representative of all village organizations, statutory as well as voluntary, religious as well as secular, youth as well as adult; for the democratic method is the only sure foundation: the village hall should be a dynamic force in the community. In the words of Amiel, "he who ceases to grow greater becomes smaller" and "the stationary condition is the beginning of the end": a village hall must be a centre of activity, mental and spiritual as well as physical, providing discussion as well as gossip and adult education in the broadest sense as well as amusement.

Digitized by Google

It is hardly surprising that many villages are planning a hall as their war memorial; and it is perhaps peculiarly fitting that those who have given all for the democratic way of life should be remembered in the context of the new life to be built on the ashes of the old. Their sacrifice should be a challenge and an inspiration to make the human relationships of the future more balanced and more creative. And this is as true of the village as it is of the family and of the world.

THE SCHOOLMASTER RETURNS

By R. M. COOPER, B.A., F.R.G.S., Temporary Instructor Lieutenant R.N.

HOW will the schoolmaster be affected by his service in the Forces? Will the break in his teaching career be of benefit to him? Will he be a better teacher as a result of his experiences? Many pre-war schoolmasters now in the services are beginning to ask themselves such questions. There are some, of course, who had just drifted into teaching or who had found that they had chosen the wrong profession, who have made up their minds not to return. But of the others who go back there will be many who will be better teachers and who will have more understanding of the many difficulties and problems of the post-war world.

In a general sense it is true that the pre-war schoolmaster who has spent some or all of these six years in the Navy, Army or Air Force will be a man of wider experience and broader sympathies. Even those who have experienced the hard strain of action, the bitterness of pain and discomfort, or the grim separation of a prisoner of war's life, will, it is hoped, find eventually a mental rehabilitation whereby their ideas and ideals will become clarified and more purposeful. Those who have seen the young Nazi at his worst will have had brought home to them the evil results of evil teaching and will realise the power for good or bad wielded within the four walls of the class-room. But for all there will be a general broadening of the mind by direct experiences of other people and other lands.

Many hundreds of schoolmasters during the war will have performed, and ably performed, jobs entirely different from their own; they will have gained a new confidence in their own powers of leadership and organization and of expressing their ideas to others. They will have met new types of men of every shade of opinion and of very varying measures of intellect. They will have travelled to many parts of the world and seen for themselves those people and places about whom they were teaching. The mathematician has applied himself to navigation or gunnery, the historian has seen the heritage of the past, the geographer has seen the land and peoples whose geography he teaches, the scientist has moved from his laboratory class-room to put his teaching into practice, the teacher of languages has found a new value for his talent. All these experiences will enlarge the schoolmaster's horizon and he will take that wider horizon back into his class-room. Numbers of schoolmasters who have been through the ranks will have had the opportunity, most valuable to a teacher, of being taught. To watch somebody else doing your own job is often a revelation. "Why doesn't that man stop playing with the chalk? It makes you quite dizzy watching him walk up and down all the time, and I just can't stand the way he clicks his tongue at the end of every sentence." How many times has the schoolmaster, turned sailor, soldier, or airman, said these things while under instruction? But let him not forget to ask himself whether he was guilty in his own class-room of such annoying little tricks and mannerisms.

The services had, however, early recognized that the conversion of citizens into fighting men would require a revolution in their teaching methods. The complicated pattern of modern war and the high degree of mechanization would no longer permit training and teaching to be carried out solely by the old method of an N.C.O. repeating parrot-wise what he had similarly learnt, though it is still sometimes met. Every aid to teaching was introduced, Schools of Instructional Technique were set up, and the best methods of giving instruction have been carefully studied.

New methods and aids to teaching will be carried back to the class-room by the returning schoolmaster. The schools may have no call to use such complicated pieces of teaching mechanism as may be found in some service training establishments. But in general teaching method the services may often have refreshed the teacher's essential lines of approach, the necessity of the learner doing and thinking for himself, the tackling of a problem by its correct stages, the putting forward by the learner of his own view-point and difficulties, the necessity for recapitulation and the summary of conclusions.

There is one particular teaching method in which the services have made considerable headway and that is in the use of films and in particular of the 'film strip'. In pre-war years visual instruction in schools by means of the epidiascope and by films was developing well. Visual methods were found superior to conventional oral methods in their ability to give comprehension. And in fixing general principles and detail upon the memory the services have been at pains to use the audio-visual method at its best. It is not the purpose of this article to discuss the value of the cinema as an aid to teaching, but it is desired to say something here of the 'film strip' and its value.

The 'film strip' is really the old magic lantern brought up to date. It consists of a series of photographs, diagrams, captions, drawings, etc., either cut from the moving film so that the main points of the film can be gone over one by one, or it can be an independent series of 'stills' and not linked to any moving film. The independent 'film strip' can also be a series of diagrams or photographs not necessarily linked together with any form of continuity but bringing into the class-room the very best diagrams and illustrations produced by the best exponents of the subject. The 'film strip' is used in a small still projector which is easily portable and which can be plugged into any lighting system if a small resistance is used where necessary. The 'strip' may have any number of frames according to the subject dealt with, but even the longest with over 100 frames has the great convenience of being so small that it will easily pack into a doctor's pill box. The projector is designed for use in class-rooms and with a throw of 20 feet it will give a 6-foot picture with good definition. It can also be used successfully for larger audiences with a throw up to 60 feet giving a picture

Digitized by Google

up to 18 feet. A screen is best, but a light-coloured wall will serve equally well.

It is hoped that the use of the ' film strip ' will become general in schools after the war, for it overcomes many of the disadvantages of the moving film which often requires an elaborate set-up of projector and screen. The ' film strip ', unlike the moving film, permits a pause at each stage for questioning, and the personality of the individual teacher is combined with it and not obliterated as in the moving film. The moving film cannot cater at the same time for quick and slow mentalities, whereas the ' film strip ' enables the teacher to adjust the speed of instruction, to amplify and explain, to recapitulate and revise ; it can also be used in a room with sufficient light for notes and diagrams to be made by the class. But, whether the film strip is used in conjunction with, or independent of, a moving film, it will be necessary for the teacher to be thoroughly familiar beforehand with the pictures shown ; he must plan his lesson and learn the technique for its best use.

The services have covered practically every aspect of training with both moving films and ' film strips ' and their film units are constantly producing more. Subjects vary from morale films to highly technical subjects such as anti-submarine equipment and radar-location. After the war it is to be hoped that teachers and instructional film makers will be brought together to produce films and ' film strips ' along similar lines but adapted in subject and context for schools. The teacher of mathematics would do well to see the service films on Navigation ; the teacher of science will find a multitude of subjects already covered—acoustics and electricity come immediately to mind ; there is scope for the use of the ' film strip ' in almost every subject and all schoolmasters would benefit by seeing the present ' Tips on Training ' and ' Hints for Instructors '. The ' film strip ' is cheap and easy to make and one good demonstration would convert many to its great possibilities if used widely in the schools.

Something too of the technique evolved in discussion groups may be found transferable to the class-room. Methods of presenting information and kindling interest in ' Current Affairs ' have been well studied by A.B.C.A. and the other services, and the returning schoolmaster may find here new lines of approach which would prove profitable for upper forms.

It is expected that during the coming months there will be in all three services a wide expansion of educational activities, both purely academic and vocational. Here again the schoolmaster must be receptive of new ideas and will become more conscious of the new needs of men and women in the post-war world.

Thus there is every opportunity for the returning teacher to profit by his experiences and to carry back from the services much that will be of value to him in his class-room, both in a general sense of wider outlook and new powers, and in a particular sense from the services' own experiences in the technique of teaching.

A CIVIC WEEK

By W. F. F. SHEARCROFT, The King's School, Peterborough

FEELING that unrelated visits to factories, museums, and other places of interest were lacking in cohesion, we began to think of a bigger survey of local environment. Qualified approval came from a meeting of the staff, and a few enthusiasts settled down to work out a plan. A gigantic diagram was constructed in the nature of a genealogical table building up, on a geographical basis, the structure of our city and its life. From this, related parts were combined and allocated to syndicates as follows :

I. *Geographical Basis*

Syndicate A. Relief : drainage, climate, and communications. Syndicate B. Vegetation : past and present, agriculture. Syndicate C. Geology : quarries and pits. Syndicate D. Archaeology : British and Roman. Syndicate E. History.

II. *Our City.*

Syndicate F. Food supply : agriculture, marketing, crops, shops. Syndicate G. Water : river and domestic supplies. Syndicate H. Fuel : wood, coal, gas, electricity. Syndicate I. Industries : bulbs, bricks, agriculture, engineering. Syndicate J. Land Utilisation : agriculture, market gardening, parks. Syndicate K. Housing : old, new, industrial.

III. *People.*

Syndicate L. Religion : chapels, churches, cathedral. Syndicate M. Civic Organization : town hall, A.R.P., H.G., local government, food. Syndicate N. Education : Schools, libraries, adult, and youth movement. Syndicate O. Labour : exchanges, recruiting, welfare. Syndicate P. Health : hospitals, doctors, registration. Syndicate Q. Recreation : hunting, sports, theatres, cinemas. Syndicate R. Press and publishing. Syndicate S. Banking and finance. Syndicate T. Police and Law and Postal Services.

A sixth-form syndicate leader was appointed for each group, and a long and argumentative tea-party was called of staff and syndicate leaders to discuss ways and means. At the completion of this stage the staff withdrew from further participation other than of a consultative nature.

Briefly, the idea was explained to the school, and by a process of invitation and mutual exchange each syndicate leader collected his party, it being laid down that each syndicate must contain boys of all age groups—11 to 18 years. Innumerable syndicates' meetings followed, and worked out detailed plans from the brief outline of the central diagram. About 150 letters were sent out to various authorities in the city asking for facilities for visits, and in no single case was a refusal received. Finally the syndicate leaders reported that they were ready to begin, but they had one worry. What were they to do with the boy who was not interested ? A ' rest ' room was immediately provided, and the school was told that the work was voluntary and anyone who was not interested might spend the time in the ' rest ' room, reading or playing games while the rest got on with the job. No one went into the ' rest ' room.

All appearing to be prepared, it was announced on one Monday morning after assembly that for the rest of the week the whole school was at the disposal of the syndicate leaders, with the sole proviso that every one turned up for the morning assembly and

Digitized by Google

marking of registers. In five minutes the school was empty.

The staff adjourned to the common-room prepared to deal with trouble as it arose from some 250 boys roaming the city. A day of silence followed, and late in the afternoon the syndicates began to drift back, go to their assigned places and discuss results, and do what was necessary about recording what had been done. It had been made clear that, although there would be no instructions about what was done, there must be a record and there would be an exhibition of the work at the conclusion of the survey.

Early on Tuesday morning the staff gave up any idea of a pleasant weeks' holiday, and learned that 'consultations' can be very strenuous. The Art and Manual department was 'blitzed' first with demands for paper, paint, models, and facilities for making all kinds of devices to illustrate the records. The telephone also began to ring. It kept on ringing all the rest of the week, but the carefully rehearsed appeasement phrases were not needed. The messages were all connected with the work, making appointments with syndicates, providing information which had been requested, offers of further help, and to the delight of one rather anxious man a stream of praise for the work and for the boys who were doing it. It is of interest that in the whole week only one case of bad discipline was reported by a leader, and that was a minor affair.

Half-way through the week the leaders had sorted out the good interviewers and observers from the less aggressive and very willing and competent recorders. The latter now appeared back at school armed with masses of notes, diagrams and pamphlets, which they turned into maps, diagrams, models, carefully written and booklet-bound reports. The school became a hive of industry with practically no supervision. 'Specimens' arrived by the van load, and storage became a serious matter, but somehow the difficulties were always overcome.

The Town Hall was a centre from which much of the work radiated, and busy local government officials gave much support. The mayor was dressed in his robes, senior officials were questioned as to what they did, how they did it, and even if they thought it did any good. Shops, factories, schools, churches, police, 'pubs,' railways, bus services, clubs, theatres, cinemas, water supplies, electricity and gas works, hospitals, and the press were investigated. Prominent citizens were bearded in their homes or their offices and asked to justify their existence. Labour leaders came in for a serious discussion. One 'phone message illustrates how seriously the boys were taking the work. A prominent official rang up to say, "For Heaven's sake stop your syndicate coming to see me this morning. I have just found out how they go about it, and I must look up some things before I see them. I will be ready the day after to-morrow".

And so, reluctantly, the workers rounded off what they could do, realizing that they needed a life-time and not a week to exhaust the inquiry. It had been expected that the exhibition would follow the week almost immediately, and the last Saturday morning was a time of recording; but a demand for more time was insistent. However, a school has certain routine jobs to do, and no further time could be given; and so the syndicates decided to go on in their spare time if the exhibition could be delayed. The delay ran for most of half a term and the Christmas holidays.

The exhibition, when at last it was staged, was a great success. Authority, however, had misjudged it, and not nearly enough room had been provided for the immense maps which crowded the walls, the scores of specimens heaped on tables, and the multitude of descriptive booklets and lengthy essays which appeared. Every one contributed something and even our preparatory department, which had not been included in the scheme, put in a monster model of the market place in action. Streams of visitors came from start to finish.

Very interesting, very amusing, but what good purpose did it serve? Over a year later we are not sure we have exhausted, or ever shall, the good things of our Civic Week. It is worth listing some of the most obvious:

1. It brought the school into close contact with many aspects of the business of living, and showed us what a complex affair it is, which cannot be summed up in a few slogans. It brought many grown-ups into contact with the modern schoolboys—and shook them up.

2. We opened up many problems which have led to further work. In fact the survey never seems to have stopped, more and more is being added. One class, for example, spent most of a fortnight studying a village to compare it with the City—it cycled there and back every day.

3. We learned that busy officials, tired shopkeepers, and the reputedly uncivil workman can be very nice and very obliging to any one genuinely interested in what they were doing.

4. We learned that given an interest we do not need to be driven to work, not even to make a fair copy of a report. There was a certain amount of pained surprise when efforts on normal work were compared with those on a civic work week.

5. We provided a mass of information which was recorded and made available for class-room discussion, material which had the stamp of reality.

6. We feel sure that the effort stimulated all of us and that our work in school improved as a result.

7. We have a fresh outlook on discipline as we know now that rules and regulations, repression and punishments are not necessary to get a job done, if only we can set about it the right way.

CLASSIC HATE

WHY 'twixt Love and Hate a chasm doth loom,
The reason is easy to see:
Love, so the Greeks say, arose from the foam;
With Hate—the foam rises from me!

. . . . . .

Quantum amor inter se distant odiumque! in aperto
Res est; mox causam tu reperire potes:
Ut perhibent Graeci, spumis Venus aequoris orta est;
Odi—odio spumas fervidus oris ago!

A. E.

"Underneath the cloak of some religious movement or pretence to the authority of some great moral effort there is concealed too often that standing enemy of human liberty, the desire of men, whenever they may grasp a bit of power, to force others to conform to their ideas."

LORD SALISBURY (3rd Marquis).

"Everyone loves liberty, but none will give it."

OLIVER CROMWELL.

Digitized by Google

CORRESPONDENCE

PLATO'S "REPUBLIC" AND GERMAN EDUCATION

SIR,—The discussion so far has been a stimulating one, but it seems to us that your correspondents have not all concentrated their attention or their attacks on what we have said. The whole discussion was started by our making the remark that a German teacher, afraid to praise Hitler and Nazism openly, might yet attain his ends by praising Plato and recommending the reading of the *Republic*.

Young people read books not only because they provide historical examples, but also because they believe their contents may be applicable in the actual situations they encounter. For example, if a young German not only admires a poet like Novalis, for his melodious romanticism but also takes seriously *what* he is saying, then he lives in a dangerous atmosphere. Novalis is not "on the list" with Luther, Fichte, Lagarde, Langbehn, Treitschke, Nietzsche, Stefan George, Houston Stewart Chamberlain, Oswald Spengler, and others who reduced the resistance of the young to certain features of Nazism. But he describes cheerfully how the crusaders took care to "cleanse the tomb of Christ with the blood of the heathen"; he praises the persecution of Galileo as being in harmony with the unity of creed and life; he looks at war as something very poetic.

German youth, not acquainted with democratic arguments, are unlikely to learn from the *Republic* anything about that co-operation of free citizens or that tolerance towards people of different types which are the foundation of life in free societies. Instead they will be encouraged to follow trends already sadly familiar within the human climate of Germany—such as praising something "superhuman", be it "the State", "the nation", "the arts", "the race", or something else. Such young Germans come sooner than some scholars over here think to a state in which they devote themselves with sincere enthusiasm to a leader-genius, to the intuitions of a *Fuehrer*, and to an excitement which very frequently becomes merciless and intolerant.

Lastly, in maintaining that Plato's *Republic*, so far as its contents are concerned, is dangerous, we are only continuing what many others have done before us (*e.g.* Wieland, a German, in his *Aristipp*; Fite, an American, in his *A Platonic Legend*; Crossman, an Englishman, in his *Plato To-day*) without identifying our points of view with theirs. Of course, we do not think one should present to young people only literature which teaches lessons of mutual help or which promotes tolerance and the pursuit of happiness. We merely urge that teachers at all levels should not give overmuch credit to dangerous authors nor build up their prestige too much. We propose, too, that a rich and varied selection should be put before the young—a selection that would include Epicurus as well as Plato, Benjamin Franklin as well as Burke, Georg Chr. Lichtenberg as well as Carlyle, so as to make clear the multiplicity of points of view. We think it doubtful whether one is wise in concentrating too much on one book, like the *Republic*, even if careful teachers use it only as a stimulus to the discussion of topical or non-topical problems.

OTTO NEURATH,
J. A. LAUWERYS.

Oxford.

[This correspondence is now closed.—ED.]

THE A.U.T. MEMORANDUM

SIR,—May I write a few words concerning the article in your May issue about the Memorandum of the Association of University Teachers concerning university needs. If this document, covering two pages of print, represented all that had been said by the Association of University Teachers concerning the problem of the universities, then there would have been some justification for the criticism; but the writer should have found out first what the A.U.T. had done already, for a detailed statement on all the matters dealt with in the Memorandum was published by the A.U.T. a year ago.

The Memorandum is obviously an *ad hoc* and very brief statement formulating the needs of the universities for action. Thus, if it says "that the future of the universities will largely depend upon the steps that the Government may take in giving the necessary help", then no sensible reader can take this to mean that the future of the universities is not to depend upon university teachers being people of courage, scholarship, vision, &c. The same applies to practically all the other criticisms in your article. The representative Academic Council is put last because this is not something that can be obtained rapidly, and rapid Government action should not wait while such a difficult issue is being debated by institutions that value their freedom so keenly.

That the Memorandum approaches the immediate needs of the universities in a practical manner is shown by the fact that the suggestion that the Treasury grant be doubled *immediately* seems to have fitted in well with the recommendations of the University Grants Committee and the action of the Chancellor of the Exchequer.

S. BRODETSKY
(Convenor, Salaries Committee
University of Leeds. of the A.U.T.).

[It was not realized that the Memorandum of which Professor Brodetsky speaks was supplementary to a previous Memorandum published a year ago. An apology is therefore freely made for injustice unwittingly done. At the same time, in these days when educational documents fall like leaves in autumn, memories are short, and it would surely have been advisable to refer back in the second Memorandum to the first.—ED.]

POLITICS VERSUS EDUCATION

SIR,—The present position of the Education Act illustrates, I submit, the folly of pressing the Education Bill through Parliament without any consideration of the practicability of putting into operation some of its principal measures. The most obvious snags are (1) supply of teachers, and (2) of buildings. (1) The number of teachers required has been variously estimated, but clearly these estimates must depend upon considerations such as the maximum size of classes. If this is fixed at 20 the number of teachers required will be at least twice as large as if the size is fixed at 40, at present an average number. The official estimate of additional teachers required is 70,000. Sir Cyril Norwood's estimate (approved, I understand, by so acknowledged an authority as Sir Percival Sharp) was from 125,000 to 150,000. In the last debate on education before dissolution of

Digitized by Google

Parliament some depressing figures were given (*vide Hansard*, June 11). The "emergency scheme" for training teachers proposes that new recruits after one year's training are to be admitted to the schools to teach immediately upon completion of the year, with the status of qualified teacher, in no way differing from the status of a university graduate with four years' training. The vast majority of the present deficit of teachers must be made up from this emergency category, but the latest figures show that at the present time there are only 350 "emergency recruits" undergoing training. At this rate how long would it take before Sir Cyril Norwood's estimate is achieved ?

(2) *Buildings*. I don't think it will be questioned that the very first priority in building allocation must be given to restoring houses to live in, and until this desperate need is satisfied no other demand can be properly considered.

But there is a more sinister aspect of the present position of the Education Act to be mentioned. The Chairman of the Grant-aided Schools Sub-Committee of the Headmasters' Conference, in a recent letter to the press, writes: "Ever since the new Education Act was first mooted a powerful party has been at work whose object is to clear the educational site for a new layout of schools. Their chief tools are such slogans as 'parity of status' and 'equality of opportunity'." In his speech in the Education debate (cited), a Labour Member who is regarded as spokesman in the House for the Socialist educational policy declared that, if and when his party occupies the front bench, they will make the Education Act "the instrument of social equality". Equality is apparently to be achieved by reducing *all* schools to uniformity at the lowest existing level. Another instance of measures to be taken to this end came under my notice and prompted a parliamentary question. A certain grammar school in Reading which had its own separate Governing Board has recently, by a majority vote of the Reading Town Council, been deprived of that management and brought under the sole control of the local Education Committee, the grounds for this decision (as given by the victorious majority in the Council) being that as all the new secondary schools in the area could not immediately secure separate governing bodies no school should enjoy this privilege.

I submit, sir, that, if these developments are not now resisted, the whole noble purpose of the Education Act, namely, to raise the standard of education in the national schools, will be defeated.

The Athenaeum, E. GRAHAM-LITTLE.
London, S.W. 1.

EDUCATION IN THE N.F.S. IN LONDON

SIR,—For over three years now there has been an "educational movement" among the firemen of the National Fire Service in London.

The movement began spontaneously in the lull following enemy activity in 1941, and took the form of discussion groups at fire stations. Aided by the active interest of Sir Ernest Gowers, the Senior Regional Commissioner, and the chief Regional Fire Officer, Mr. F. W. Delve, the groups were organized, and leaders were given training under the auspices of the University of London and of the L.C.C. at the City Literary Institute.

It was felt, however, that discussion groups were not enough, and in 1943 voluntary educational lectures were introduced as part of the training programme at every fire station in the Region. Many of the discussion-group leaders and new-comers from the ranks, such as ex-teachers and journalists, underwent a preliminary course of training and embarked on a weekly programme of lectures. The subjects included Local Government, Education, the British Empire, European Countries, Venereal Disease, Child Psychology, Musical Appreciation, and many others. The lecturers, numbering about sixty, were much helped by attending weekly talks given at Regional Fire Headquarters or at Morley College by well-known experts such as Mr. Geoffrey Crowther, Professor D. W. Brogan, Lord Latham, and Sir Ronald Storrs.

Another major development took place when, with the expected return of many members of the Service to civilian life, classes in elementary English and arithmetic were undertaken at fire-stations by some forty of the lecturers, who underwent a course of training in teaching-method under the tutorship of Mr. K. Peake-Jones, of St. George's School, Harpenden.

The success of all this endeavour in adult education, which, in its present form at least, must soon come to an end, is not easy to assess. But the fact that for over three years firemen and firewomen have given consistent response to the lectures is some indication, and to this might be added the fact that two original and indefatigable members of the movement, former Section Leader Jack Read and former Leading Fireman George Roberts, have each received the B.E.M. for their work.

JOHN ANDERSON.
No. 5 (London) Regional Fire Headquarters,
Albert Embankment, London.

THE TEACHING OF ENGLISH TO FOREIGNERS

SIR,—In *The Journal* for March, on page 103, you refer to the generous aid given by industry to higher education, particularly the science departments of our universities.

There is one branch of work which seems to have been neglected by the Government and private benefactors alike: the training of teachers of English as a foreign language. So far as I know, very little is being done in Great Britain to-day to equip men, English or non-English, to teach the language abroad. There are certain universities which have an "English Proficiency" course especially designed for foreign students, but even the best of these courses only touch the fringe of the real difficulty. Hundreds of young people from all over the world study our language and literature in England, but when they return to their own countries they find that though they are well equipped to lecture in universities they are entirely ignorant of linguistic method. The result is a widespread failure in secondary and high schools to learn English as a living language.

There can be little doubt that the most difficult pedagogic task of all is the teaching of a language not one's own. Yet everywhere, even in some training colleges, the belief prevails that one can teach a subject if one has a good knowledge of it, and that if a Frenchman, or a Hindu, or an Arab is made proficient in English he can go home and teach the language with success. What happens is that for the whole of his teaching career he translates or deciphers, and at the best his pupils learn English as a dead language.

Unfortunately, few of our educational authorities seem aware of the magnitude and extent of the problem. In the first place, at least two years' intensive training in the theory and practice of language-

Digitized by Google

teaching is necessary for the non-English teacher, apart from his study of the language itself; and for the native speaker of English at least a year. In the second, there is a world-wide demand for teachers of English which we are doing very little to satisfy.

42 Sümer Sokağı, E. V. GATENBY.
Yenişehir, Ankara, Turkey.

HISTORY AND THE WORLD SECURITY CHARTER

SIR,—The importance of the teaching of history cannot be too greatly stressed, for the subject is of vital significance in this new era of readjustment. All the organizing of civilized society with its accompanying machinery is bound to fail unless the will of the people is behind it all.

To-day we must think internationally; our thoughts cannot be confined to the limits of "this little isle, set in a silver sea". They must range to far-away horizons and we must form a habit of thinking in world terms. Patriotism grew out of narrow loyal attributes of the Middle Ages, *i.e.* loyalty to town, guild, or lord. These loyalties were transferred in Elizabethan times to the sovereign; and, three centuries later, Joseph Chamberlain urged the people to think imperially. Now we reach the last stage, *i.e.* thinking internationally. As educationists it is our supreme duty to train the young in this direction. A most potent instrument is at our command—History! The war has made all children and students, and indeed every one, conversant with and conscious of the makings of history. This active international interest forms an excellent basis for lessons on the history of other nations.

In the primary schools stories of the great people of all nations, together with their deeds and progress, should be taken as well as stories of the homeland. In secondary schools, and indeed, in all schools of children over the age of 11, topics of international interest should be taken. A questionary given to boys and girls in their last year at senior schools revealed the fact that history was very low on the list of preferences. Why was this? Because the children said, "History is so boring", "It is no use to you". This must be changed; otherwise a habit of thinking in world-terms will not be possible, and we must have loyalty by means of which the nations work together.

The world wars have made every one history-conscious. Children have followed with keen interest the movements of the Forces in the different countries. They have met men and women from various parts of the world who have been stationed near their own homes. They have not been bored with these contacts; no, they have been more than interested. Hence the soil is ready. Let teachers see to it that their history teaching is full of active interest and also that it prepares the children to think in terms of world citizenship.

If social conditions are understood then human behaviour can be changed to a higher level, for that behaviour which characterizes man as a member of a particular nation is learned or acquired. Human beings can learn to imitate and learn not to imitate, and these capabilities follow the laws of learning and social conditions. In this war mankind has had to face up to new conditions and many difficulties. The result has been a great move forward in the freedom of the spirit. Man has had to *think*, and to realize more than ever before his social and political responsibilities. Hence the need for history teaching is great. All history syllabuses must be reviewed and international affairs included, and good, keen teachers are needed. Given these, history will come into its own, and never again be low on the list of preferences. Furthermore, the citizenship of the world will be raised to a high and satisfying level and will further the good of all mankind.

Central School, LILIAN MOAKES.
Hockley Heath, Nr. Birmingham.

PROGRAMME OF SCHOOL BROADCASTING, 1945–1946

SIR,—I am very conscious that in the process of reorganization many schools which have changed their title or their buildings, or which have returned from evacuation, may have failed to receive the annual programme and the registration card. We are shortly sending out particulars in more detail of the Autumn Term series, and again I realize that such schools and possibly others which have made changes since sending in their registration card may fail to receive these particulars. I would be most grateful, therefore, if any school* desiring to register, which has not received the annual programme and registration card, or which has changed its address since sending in its card, will let me have a post card at 55 Portland Place, London, W. 1, giving the present and former name and address of the school. I will then see that they get the papers and that they are correctly registered or re-registered.

A. C. CAMERON,
Secretary.

Central Council for School Broadcasting,
55 Portland Place, London, W. 1.

INSTRUCTORS FOR BUILDING TRAINEES

SIR,—The future of the building industry presents one of the major problems of the post-war period. The position demands a rapid growth in the number of operatives of all types. It is obvious that the existing facilities for building subjects in the technical colleges are altogether inadequate, and methods which will produce quick results are an urgent necessity. Among the many schemes put forward is that by the Building Apprenticeship and Training Council for training apprentices on special building work. In this scheme the number of apprentices allotted to each craftsman instructor is about six, although it is thought that twelve would be possible under favourable conditions. Whatever schemes of training are adopted however, success ultimately depends upon an adequate supply of craftsman instructors. Where are we to look for these? My house is on the extreme north-east corner of the London area where most houses have received bomb-damage to a greater or less extent. To carry out urgent repairs all the staff and equipment of local builders have been pooled by the local authority, by whom repair squads are sent to deal with small groups of houses. My house is one of a group of ten to which some twenty men were allocated. After fifteen weeks, the end is not in sight. The hours of work appear to be 9 a.m. to 5.30 p.m., but it is a quite common practice to arrive late and leave early. The midday interval usually takes two and a quarter hours and there are breaks of three quarters of an hour each morning and afternoon for "a cup of tea". A number of men operating on my house have not averaged four hours work a day, and even so the work has been done at a

* This does not apply to Scotland which has its own system of registration.

(Continued on page 398)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s. BOOK TWO. 3s. (Book II Ready in September.)

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

Book One is intended for pupils of 11 or 12, and Book Two for pupils of 12 or 13. In both books the grammar lessons comprehend only the broadest outlines.

KIDNAPPED

By ROBERT LOUIS STEVENSON. With exercises by J. C. DENT, M.A., Headmaster of Westminster City School. 2s. 6d.
A new volume in *The Minster English Texts.*

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new " Warner and Marten ")
GEORGE TOWNSEND WARNER, M.A.
SIR HENRY K. MARTEN, K.C.V.O., M.A.
D. ERSKINE MUIR

The famous " Warner and Marten " completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve " periods " into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. Book One—55 B.C.–A.D. 1603. 5s. 6d. Book Two—1603–1939. 6s. 6d. Section Two—1485–1714. 3s. 9d. Section Three—1603–1783. 3s. 6d. Section Four—1688–1939. 5s. 6d. Section Five—1783–1939. 4s. 3d.

TWO CENTURIES OF CHANGE

A HISTORY OF GREAT BRITAIN AND THE BRITISH EMPIRE SINCE 1688

By E. J. HUTCHINS, B.Litt., M.A., Headmaster, Varndean School for Boys, Brighton, and L. W. STEPHENS, M.A., Assistant Master at Tonbridge School. In two books, each with 30 maps. 6s. each book. Book I, 1688-1830. Book II, 1815-1919.

Modern British History in its Political, Imperial, Social and Economic aspects for School Certificate and higher forms.

ENGLISH HISTORY FOR EXAMINATION STUDENTS

By E. H. HASLUCK, M.A., D.P.A., F.R.Hist.S. In four books. 2s. each.

Book I, 1066–1485. Book II, 1485–1689. Book III, 1689–1815. Book IV, 1815–1914. Intended mainly for revision. The choice of topics is based on examination requirements, and there are full sets of text questions.

LIGHT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon.), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 171 Diagrams. 4s. (Ready in September.)

This is the third volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. Other volumes are in preparation.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 215 diagrams. 5s.

The second volume of Dr. Davies's Course of Physics for the School Certificate Examination.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. The first volume of the above.

ILLUSTRATED LATIN SERIES

With Introduction, Notes, Appendices, Vocabulary, and Illustrations. Cloth boards. Prices generally, 2s. 3d. each. Authors included are Caesar, Cicero, Entropius, Horace, Livy, Ovid, Plautus, Sallust, Tacitus, Virgil, etc.

BLACKIE'S LONGER FRENCH TEXTS

Limp cloth. 1s. 4d. each. Some of the 40 titles:

SIX CONTES, Coppée. SEPT CONTES, Lemaître. EXTRAITS DE TU VIENS EN FRANCE, Grand'combe. EXTRAITS DE TU VIENS ANGLETERRE, Grand'combe. TARTARIN DE TARASCON, Daudet. LES TROIS MOUSQUETAIRES (Abridged), Dumas. LE ROI DES MONTAGNES, About. L'ATTAQUE DU MOULIN, Zola. LE SCARABEE D'OR, Baudelaire. LETTRES DE MON MOULIN (Contes Choisis), Daudet.

BLACKIE'S FRENCH PLAYS

Limp cloth. 1s. 4d. each. Some of the 40 titles:

LA COMEDIE DE CELUI QUI APOUSA UNE FEMME MUETTE, Anatole France. LA JOURNÉE DES AVEUX, Georges Duhamel. GRINGOIRE, Banville. TARTUFFE, Molière. LA GRAMMAIRE, Labiche et Jolly. PHEDRE, Racine. LE CID, Corneille. LES FEMMES SAVANTES, Molière.

HIGHWAYS AND BYWAYS OF FRENCH LITERATURE

A series of texts by contemporary authors, with serviceable footnotes and vocabulary. 2s. each.

BERNAY—L'Homme qui dormit Cent Ans. BERNAY—On a Volé un Transatlantique. CHARCOT—Autour du Pôle Sud. GATTI—Tam-Tams. Souvenirs de Neuf Années d'Aventures au Coeur de l'Afrique. HANSTEIN—Jusqu'à la Lune en Fusée Aérienne. LEVEL—L'Ile sans Nom. NORMAND—Les Petits Cinq. PARN—La Bête dans les Neiges. PRICE—La Grotte Mystérieuse.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

dead-slow rate. One poor fellow was so tired that he slept through one sunny afternoon on the top platform of the scaffolding erected to my house, and there appeared to be no one with sufficient energy to climb up the ladder to wake him. Among the men to whom I have talked, there have been a very few who were skilled craftsmen and willing to work, and even these acknowledged the temptation to do no more than the rest. What will happen to apprentices and other trainees under such men as instructors, and where are others of a different calibre to be found in sufficient numbers ?

A. H. STUART.

10 Avon Road,
London, E. 17.

CONFERENCE OF ALLIED MINISTERS OF EDUCATION

SIR,—During the last five years teachers in this country have been carrying out their duties in exceptionally difficult circumstances and have surmounted these difficulties in very many cases by means of various improvisations when class-rooms and teaching materials were either not available or in very short supply. To-day the teachers in the liberated countries are in many cases facing the same or even more difficult problems. Without going into details it seems to be clear that in some districts there will be a shortage not only of fuel and lighting, but also of the most elementary aids to teaching—even a shortage, or entire lack, of pencils, paper, slates, blackboards, and apparatus of every kind.

It is clear that the experience thus gained by the English teachers should not be allowed to be forgotten. We should be exceedingly grateful, therefore, if teachers would cast their memories back over the last five years and put down on paper some details of improvisations which they found useful during that difficult period. It is the practical experiences of the resourceful teachers that we hope to collect and put into a form which would make them available to those who will be facing similar difficulties in the very near future. To save time, it would be exceedingly kind of teachers to send an account of any successful improvisations, however trivial, if possible during August, to G. T. Hankin, Ministry of Education, Belgrave Square, London, S.W. 1.

A. PHOTIADES,
Chairman, Emergency Aids to Teachers' Committee.

3 Hanover Street,
London, W. 1.

THE CHRISTIAN IDEAL

SIR,—It has struck me that, while reformers have searched for an educational system amongst the debris of scattered philosophies and theories, they seem to have overlooked the greatest—the Christian Ideal. I do not mean that the Christian ideal should be taught in the schools as if it were an academic subject, but that it should be the basis of all other teaching, through which it may itself be taught. There are many teachers (I for one) who have unwittingly applied this ideal in the school-room without realizing whence it sprang.

Since, however, there are many interpretations of Christianity, I will try to illustrate my ideal through the help of two texts. The first (St. John, xiv. 15) puts forward the principle quite plainly: "If ye love Me, ye will obey My commandments." The second text (St. Matthew xxiii. 37) gives a deeper insight into the first although it was uttered on a specific occasion: "O Jerusalem, Jerusalem, which killeth the prophets and stoneth them that are sent to her, how often would I have gathered thy children together, even as a hen gathereth her chickens under her wings, and ye would not!"

Often a similar cry has been raised in the heart of a teacher who has tried to bring love into his class—who knows that, if he can make his children love him, they will seek to do what he wills. The alternative—fear—is a conditional stimulus that depends on outward circumstances, but love is an inward strength that grows of its own. I quote a passage on this point from the *Readings in St. John's Gospel* (p. 280) by the late Dr. Temple: "The task of the teacher is to prepare the pupil for the time of separation, which must come, so that the pupil may find within himself such resources as enable him to follow the direction in which the teacher has started him without further aid."

A full discussion on this subject would need a book to contain it, so I must remain content, for the while, merely to suggest it. Yet I would offer, for the adherents of a certain great philosopher, the addition of this verse to chapter xiii. of St. Paul's First Epistle to the Corinthians: "If I have truth, beauty, justice, and goodness; if I have knowledge of the science of good and evil, but have not love, I am nothing." Even so, some will say, "But what of Confucius, Buddha, Mohammed, and Gandhi; had these not love?" To them I would say, "Read St. John xv. 12: 'This is My commandment, that ye love one another . . .'." Admittedly this is a principle common to many philosophies; but how many religions can complete that verse: ". . . even as I have loved you"? As the Shepherd loves His flock, so shall the teacher love the children that are in his care, for he himself is so dearly loved.

D. R. G. M.

TEACHERS AND THE CHURCH

SIR,—All teachers, particularly those giving religious instruction, would do well to read and ponder a recent official publication of the Church of England. It is the report of a Commission appointed by the Archbishops and is called *Towards the Conversion of England*. From it teachers will learn that they have "opportunities for a pastoral ministry". This is an opening the Church hopes, in the words of the report, to "seize with both hands".

Further, it is intended that "conversion" should be achieved at an early age before the development of the child's reason. We are told (p. 88) that "Childhood affords the best opportunity for the *implanting* of spiritual truth", and "a definite call to decide for Christ . . . should come to every child before the change from primary to secondary education".

All teachers with decent professional standards endeavour, whatever subject they teach, to present all the facts without prejudice or bias. They will resent the assumption by the Church that they will be willing to take advantage of inexperienced and undeveloped minds to indoctrinate, with their own opinions or beliefs, the children entrusted to them.

It may safely be assumed that the professional integrity of the teaching profession will disappoint the unworthy hopes apparently entertained by the authors of *Towards the Conversion of England*.

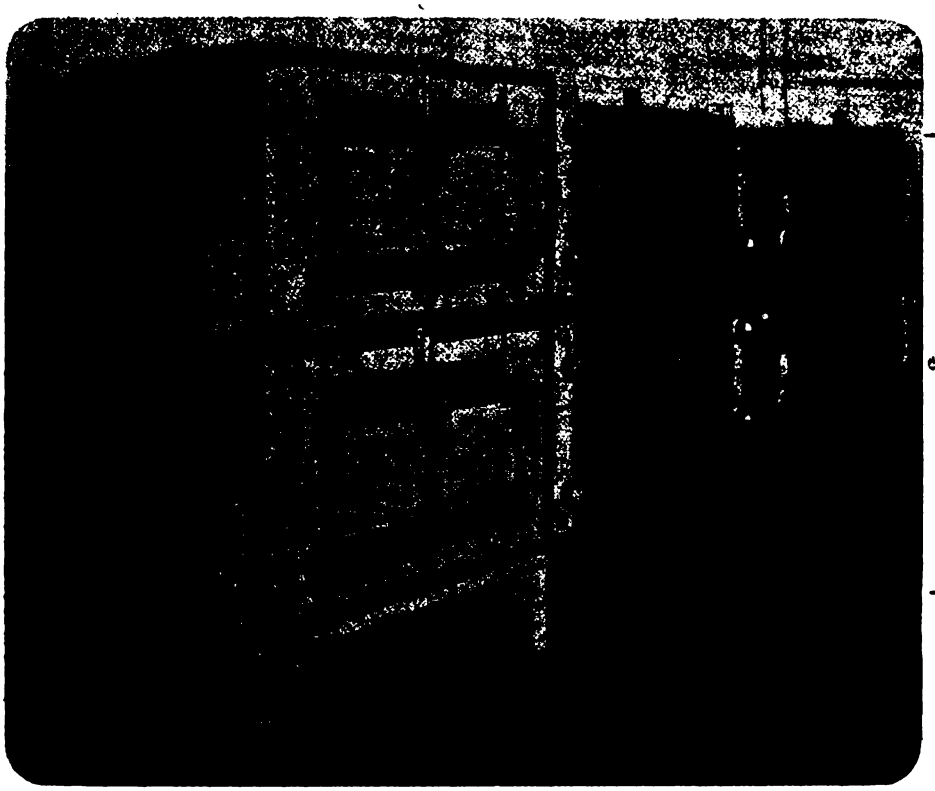
J. W. H. BROWN,
Education Officer.

The Rationalist Press Association,
4-6 Johnson's Court, Fleet Street, E.C. 4.

Digitized by Google

G.E.C.

ELECTRIC COOKING EQUIPMENT FOR SCHOOLS



. . . equipment that ensures long-term satisfaction and obviates maintenance worries.

This view shows part of an installation which has been giving consistently good service for well over 20 years. As with many other G.E.C. installations during the war years it has been worked far beyond its original purpose. But not beyond its capacity. Special G.E.C. features of design that simplify service and facilitate speedy, convenient and economical operation have enabled millions of Britain's children, and workers, to be well served by these installations.

CONSULT THE G.E.C. ON ALL REQUIREMENTS IN COOKING EQUIPMENT

Advt. of The General Electric Co., Ltd., Head Office, Magnet House, Kingsway, London, W.C. 2

Digitized by Google

SCOTLAND

NATIONAL COMMITTEE FOR THE TRAINING OF TEACHERS: ANNUAL REPORT

THE annual report on the Training of Teachers, submitted by the Chairman of the National Committee, Dr. C. W. Sleigh, is of particular interest at a time when so many major reforms are envisaged in the new Scottish Education Act. For in the last resort the entire programme of reconstruction in the schools depends upon both the quantity and the quality of the teachers recruited for the service. In regard to numbers the prospect, though not so bright as might be wished, is not discouraging, and there is reason to hope that the new Teviot scales of salaries will attract a considerable number to the profession who might otherwise have joined the ranks of the Civil Service, industry, or commerce. Moreover, the emergency scheme for the recruitment of teachers from unorthodox sources of supply is having a considerable measure of success. Up to date more than 1,400 applications have been received, and of these nearly 500 have been dealt with. Assuming an effective placement of some 60 per cent. of applicants, the anticipated yield from these sources might approximate to some 800 teachers. Yet this is far short of requirements, as is evident from the two central facts that, first, the number of normal entrants is about 400 below the annual demands of the schools, and, second, that the number of additional teachers needed is in the region of five to six thousand. Not until demobilization from the Services proceeds can a useful forecast be made of the probable relation of supply to demand.

The quality of the teacher depends in large part on the nature and extent of the training given during the professional course, and the endeavour is now to be made so to reconstruct the training system that the institutions for the training of teachers will " play not merely a worthy but a leading part in the new educational era that is now beginning ". During the past year a Special Committee, convened by Dr. J. B. Clark, has been engaged upon a thorough review of the whole training system, including its financial basis, its administrative structure, its courses of instruction, and its professional theory and practice. The general effect would be towards a lengthening of the training courses, and a much broader and richer conception than now obtains of the purpose of a training institution, and of the range of its functions, with a place of special importance for educational research.

EMERGENCY RECRUITMENT OF TEACHERS

THE work of selecting prospective teachers from unusual sources of supply goes on apace, and recently the National Committee for the Training of Teachers issued a pamphlet giving information on the arrangements made for intending applicants with war service or industrial, commercial, or professional experience. The pamphlet describes the various courses of training and indicates the form of financial assistance that is available to suitable applicants to enable them to complete preparations for a Teacher's Certificate. Those applicants whose careers have been interrupted by war service may be eligible for grants under the Government's Further Education and Training Scheme, and other candidates, for whom this scheme is not applicable, may, if recommended, receive similar assistance under arrangements that are being made by the Scottish Education Department.

For the purposes of the training scheme, the National Committee has set up a Central Selection Board, together with four Provincial Selection Boards operating in each of the University provinces. All recommendations as to personal suitability, and nature and length of training made by the Provincial Boards, are finally reviewed by the Central Board, so that the necessary co-ordination and the highest measure of uniformity may be maintained. Up to date the number of effective applications is over a thousand, nearly half of which are for teaching in the primary school, nearly a third for handwork teaching, and the remainder are fairly evenly distributed over the special subjects in the secondary school, commercial subjects, physical education, art, and music. Even so the supply from all sources will not likely meet the demand, and it is hoped that the publication of the new standard scales of teachers' salaries will stimulate interest and increase recruitment.

EDUCATION (SCOTLAND) ACT

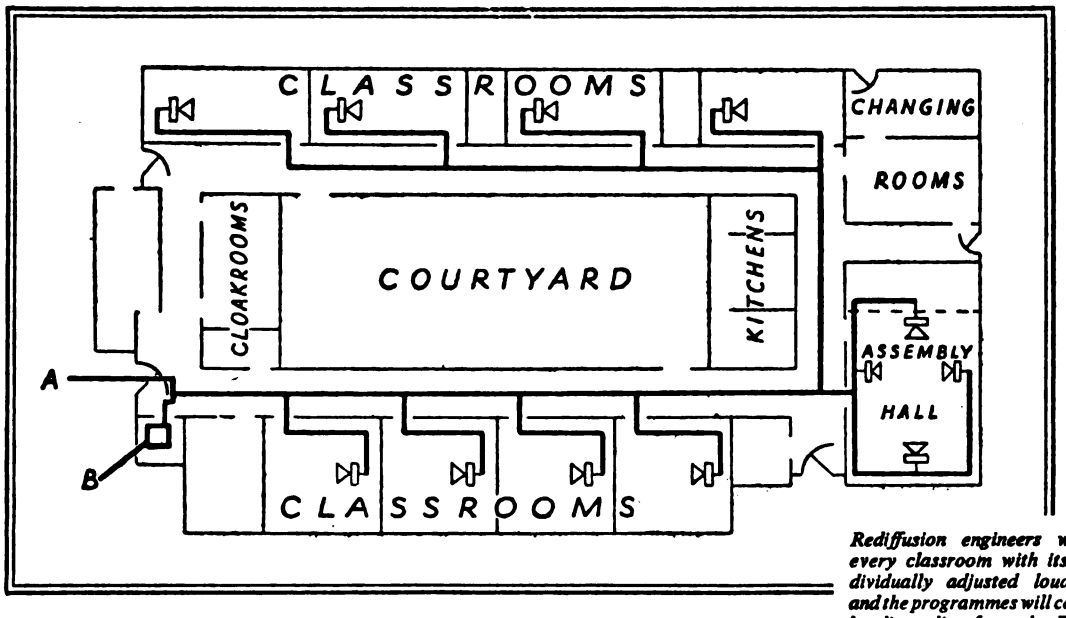
THE new Education Act, so far as Scotland is concerned, came into operation on the " appointed day ", July 2, 1945, under an Order made by Lord Rosebery, Secretary of State for Scotland. All the provisions are now in force except those relating to junior colleges, the registration of independent schools, and the registration of educational endowments. The local authorities are not, however, required at once to submit revised schemes for the provision of primary and secondary education, though it will be necessary to have them approved by the Secretary of State in time for the raising of the school-leaving age to 15 years, which is not likely to be before April 1, 1947. A recent circular issued by the Department advises all local authorities to begin reviewing the situation in their areas as soon as possible, but they will not be required to submit new schemes of administration until the next local government elections have taken place. The regulations to be issued under the new Act will be published in draft and circulated to authorities before they are made operative, and the Secretary of State has intimated that he will shortly issue a series of circulars explaining the changes in the law made by the Act and drawing the attention of education authorities to their new functions.

EDUCATIONAL RESEARCH

THE Scottish Council for Research in Education has recently issued a booklet (University of London Press, 1s. net) on " Its Aims and Activities ", which is an admirable summary of its objectives and achievements, and deserves a wide circulation not merely in Scotland but also in countries which have not, or have only recently established a national institute of educational research. The publication is well timed, for the new Education (Scotland) Act, besides envisaging many new developments in schools and colleges, empowers the Secretary of State for the first time to give direct financial assistance out of the Education (Scotland) Fund for the purpose of promoting educational research. It is therefore

(Continued on page 402)

Digitized by Google



Rediffusion engineers will equip every classroom with its own individually adjusted loud-speaker, and the programmes will come either by direct line from the B.B.C. (A) or from a special receiving set (B)

Every classroom can now be wired for radio

A SPECIAL SERVICE FOR SCHOOLS

AT present, over one-third of the schools of Britain make use of the B.B.C. Schools Broadcasts to bring interesting material from all over the world into the classroom.

Some of these schools rely on one receiving set placed in a classroom, and this room is then partially reserved for classes using the Schools Broadcasts. But the schools which obtain the very best reception under all conditions are those which have had their radio installed by Rediffusion.

Rediffusion engineers work on the principle that perfect reproduction of the studio performance must be obtained without any strain to hear on the part of the student. With many years of experience behind them, they have become experts in the placing of their loud-speakers and the adjustment of the volume to suit individual rooms. And in order that the whole school need not be assembled in one room to receive instruction from one broadcast, every classroom is wired. Once the service is installed, no class has to be disturbed to hear a broadcast, and it is simple to select the correct part of the programme for each stage in the school curriculum.

Schools in the thirty towns where Rediffusion is available to the ordinary subscriber for entertainment purposes, receive their programmes by direct wire from the B.B.C. studios. They might be in the studio itself, so clear is the reproduction.

In towns where the entertainment service does not operate, Rediffusion engineers will supply a special receiving set as well as installing all the necessary loud-speakers. Once the system has been installed throughout the school, all that radio can offer for educational purposes is available at the touch of a switch.

Rediffusion also equips factories for paging and factory music

REDIFFUSION

BROADCAST RELAY SERVICE LTD.

CARLTON HOUSE, REGENT STREET, LONDON, S.W.1

operates in the following areas:

BANGOR (CO. DOWN), BARGOED, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

reasonable to hope that with increased funds and with a larger number of research workers in the immediate future, the activities of the Council will be extended to the greater benefit of Scottish education.

Already the Council has a fine record of achievement, and at least two of its major investigations, the nation-wide Intelligence Survey of 1932 and the impressive research on the problems of Selection for Secondary Education, have earned the highest commendations from all quarters at home and abroad. Such work could not have been carried out at all but for the generous financial assistance of the Carnegie Foundation, but now that the Department have the power to help it will be expected that similar research in the future will be supported financially, in part at least, by a departmental grant.

Dr. Frew, the retiring President, in his foreword to the booklet, pays a well-deserved tribute to the Director of the Council, Dr. R. R. Rusk, who, if not the " onlie begetter ", has been the chief inspirer of the Council's work, and has guided its many projects with ability and skill. To his unusual knowledge and careful management the success of the Scottish Council may be largely ascribed.

EMPIRE AND FOREIGN NEWS

NEW ZEALAND—1944—AN EVENTFUL YEAR

By H. C. McQUEEN

IT is not difficult in any year to find educational events of more than passing significance, but the year 1944 has seen several such events that are of major importance in New Zealand education. One of them—the Conference on Education convened by the Minister of Education—will be the subject of a note in a future number of this journal, and will not be discussed here.

From February 1, 1944, the school-leaving age was raised to 15. Amongst the effects of the new Regulation were increased rolls in post-primary schools throughout the Dominion. As in the previous year, the average age of leavers from primary and intermediate schools was 13½ years, and, as almost 70 per cent. of these leavers continued full-time schooling, it will be seen that post-primary schools found it necessary to cope with an increase in the numbers of new entrants consisting of a considerable part of the 30 per cent. who would not under the old Regulation have gone on with their schooling. The extra numbers to be catered for may be estimated at about 5,000, but the actual numbers are not ascertainable, since post-primary roll-numbers were increased in 1944 for reasons additional to that of the raised leaving age.

It should be explained that post-primary schools include secondary schools, technical high schools, district high schools, and some non-State secondary schools. In the cities, primary school-leavers divide up almost equally between secondary and technical high schools. In many major towns there is only one post-primary school; whether it is labelled ' secondary ' or ' technical ', it is in effect an all-purpose school. In a rural district or a small town a primary school may have as a ' top ' a secondary department; such schools are district high schools. All these types of schools had to provide accommodation for greatly increased numbers, and all sorts of makeshifts were resorted to.

Apart from the increase brought about by the raising of the school-leaving age, numbers were swollen at the beginning of 1944 for other reasons. To account for the first of these it is necessary to refer to an economy measure of 1932. In that year the permissive age for beginning school was raised from 5 years to 6. Although the compulsory age is 7 years, the great majority of New Zealand children begin schooling before they are 5½. The exclusion of the 5-year-olds obviously cut down the numbers of teachers required, with a consequent saving of salaries, but the move was very unpopular. Indeed, it is sometimes claimed that amongst the depression measures that influenced the electors to turn out a National Government in 1935 this restriction on the education of small children was an important one. The Labour Government then elected restored the 5-year-olds' privilege from the beginning of 1936, with the result that there was virtually a double entry to infant classes that year. The bulk of that wave of entrants reached the post-primary schools in 1944, and so becomes a reason for an unusual increase in their roll-numbers.

Another reason lies in the growing tendency for New Zealand parents to take it for granted that their children will have at least a year or two of post-primary schooling. With that schooling available free to all who leave primary schools, (with certain restrictions as to age regarding those who have not gained a Primary School Certificate from Form Two —the old Standard VI), the proportion of primary-school leavers who take advantage of further schooling has been steadily increasing. For example, the figure of 70 per cent. given above can be compared with that for 1935, when it was 56 per cent. It seems evident that, as more and more parents came under the category of those who had themselves benefited by the free schooling available since 1903, it became the accepted thing to send children on to post-primary schools. Thus, in a sense, the raising of the school-leaving age was a recognition of something at least partially accomplished.

A further reason for increased roll-numbers was in the return of a greater number than before of pupils who had already completed two or three years' post-primary schooling. The enlargement of Fifth and Sixth Form rolls was partly a reflection of the general attitude to further schooling mentioned above, and partly a reflection of general prosperity in New Zealand. Other evidence of this ' prosperity ' argument is to be found in the greatly increased demand for boarding accommodation in all those schools with boarding establishments. Some State schools have even established waiting-lists for years ahead, and the non-State schools, almost all of which have boarders as well as day pupils, have found their accommodation fully taxed. (A few of these have had, by reason of their prestige, waiting lists for a number of years.)

Other effects of the raised leaving age beyond the mere physical ones of overtaxed accommodation and of shortage of teachers are not yet sufficiently clear to warrant discussion here, and so another event may now be dealt with.

A system of entrance to the university by accrediting came into force in 1944. The University of New Zealand is not a teaching body, the six constituent

(Continued on page 404)

Digitized by Google

TO ENCOURAGE BETTER LIGHTING

we have pleasure in announcing

REDUCED PRICES

of the most popular sizes of

MAZDA

LAMPS

WATTS	SINGLE COIL		COILED COIL
	100, 110, 120, 130, 200, 210 220, 230, 240, 250, 260v.		200, 210, 220, 230 240, 250, 260v.
	Clear	Pearl	Pearl
	s. d.	s. d.	s. d.
15	1 3	1 3	—
25	1 3	1 3	—
40	1 3	1 3	1 6
60	1 3	1 3	1 6 ★
75	1 7	1 7	1 8 ★
100	1 9	1 9	1 10 ★
150	2 9	2 9	—
200	4 6	—	—
300	8 0	—	—
500	10 6	—	—

★ *When available*

Purchase Tax Extra

Ask your supplier for particulars of other reduced prices

The British Thomson-Houston Co. Ltd.

Crown House · Aldwych · London · W.C.2.

B T-H

4046

Digitized by Google

colleges being the teaching authorities. Entrance, examinations, and the award of degrees, however, are the concern of the University of New Zealand. Until the end of 1943 it was necessary for matriculants to have passed an Entrance Examination, for which there were roughly 5,000 candidates each year. Many of those who passed never began university work, using their Entrance pass ('Matric') as a credential in job-getting. The demands of the examination had a restrictive effect on the courses followed by the schools, and there was a good deal of agitation to have conditions of entrance to the university modified to allow greater freedom to the schools to follow curricula more adapted to the needs of their pupils. Hence, from 1944 on, pupils who have had four years' schooling in approved schools will be admitted to university work on the certificates of their principals that they are fit for such work. There are certain safeguards, amongst which is the appointment of four liaison officers, one in each university district. (Two agricultural colleges are included at the 'districts' in which they are situated.) The liaison officers, who were appointed at the beginning of 1943, have a variety of duties, but their main function may be summed up as the maintenance of standards. The efficacy of the methods by which they will perform that function remains to be tested in subsequent years. Pupils who are not accredited, or who have attended schools not on the approved list, will face a new University Entrance Examination at Sixth Form level. The general effect will be that only those who intend to undertake university work will sit for the examination. All others will be able to produce a School Certificate if they pass an examination conducted by the Education Department, frequently after three years at a post-primary school.

This reference to the School Certificate introduces yet another event. In November, 1942, the Minister of Education set up a Consultative Committee on the Post-Primary Curriculum; it sat at intervals during 1943, and its report (*The Post-Primary Curriculum*) was published early in 1944. The gist of the report may be given in half a sentence: a compulsory core of non-examinable subjects and a long list of optional subjects from which English and three or four others may be presented for examination. The report itself warrants a lengthy exposition, for the proposals for the content of the core subjects and of the options are carefully thought out, but the publication of the report is the significant event here. There has been fairly wide acceptance of the proposals made, although the Roman Catholic schools have been opposed to much in them, and certain of those whom Americans call "essentialists" have voiced their doubts about the "new education" as they see it in the report. It is generally believed at the time of writing (February, 1945) that new regulations embodying the proposals made by the Committee are ready for issue, but the schools have had to begin their year's work without the guidance of these new regulations.

One other event must be mentioned in concluding this note. This is the setting up by the Government of a Commission of Inquiry into apprenticeship and related matters. The Commission, under the chairmanship of His Honour Mr. Justice Tyndall, Judge of the Court of Arbitration, sat during 1944, and its report, completed in November, was published at the beginning of February, 1945. A discussion of its findings would extend beyond the space available here, and so must be deferred till a later occasion.

A year of unusual events in education will have its effects for many years ahead. It is possible to guess at some of those effects, but reporting and not forecasting is the province of a correspondent of this journal. Hence readers as well as the correspondent himself must await future events.

A VISIT TO A NATIVE SCHOOL AT FORT USHER, RHODESIA

By GEORGE H. PUMPHREY, author of *The Story of Liverpool's Public Services*, *Look After Yourself*

FORT USHER, fifteen miles from Bulawayo, lies on the fringe of the Matopo Hills, in rolling country covered with coarse grass and thorny shrubs.

We came upon the school unexpectedly, for we had not seen a native kraal or hut for several miles. To one used to European schools the building was something of a shock. About 30 ft. long, 15 ft. wide, and 7 ft. high at the eaves, it stood in the middle of a bare patch of well-trodden red earth. The walls were made of red dagga clay plastered on to a foundation of poles, while the roof consisted of rusty iron sheets put on in no definite order and apparently unfastened.

In each of the side walls were three square holes which served as windows; these gave ample ventilation, for the cool strong morning breeze swept briskly across the interior in a continuous series of draughts. The floor was stamped mud with a step about nine inches high some three or four feet from the far end.

Along one side of the hut were arranged three rows of benches. Farthest from the door were seated the youngest children, most of them girls who looked about 6 or 7 years of age. The smallest had packed themselves tightly and precariously on the front bench with their short legs dangling and their feet well off the ground. Each nursed a writing-slate nearly as big as herself, and gazed with large grave eyes at the visitors.

In the centre was the middle grade and at the end nearest the door the top grade. The children in these sections varied in size, their ages ranging from 9 to 15 years. They were provided with narrow, rickety-looking desks about 6 ft. long and 1 ft. broad. On the desks were books, pens, pencils, and rulers. Secured to the wall and facing each section was a blackened tin sheet about 4 ft. square, on which were chalked copper-plate figures and letters.

The teacher was a native, a Hottentot about 23 or 24 years of age. He wore a khaki tunic with one shoulder-strap hanging loose, and blue serge trousers; he was bare-footed. Having reached Standard V himself, he was qualified to teach in a primary school. There are schools where natives are given a two-year teachers' training course, but as yet the supply of trained teachers is too small to meet the demand. The Methodist Mission (nearly all native schools are controlled by the Missions), which runs the school, hopes to send this teacher to a training school next year.

In spite of his lack of training he showed a real gift for teaching. When we entered he was teaching multiplication of tens and units by units to the middle section. There was a ready chorus of responses to his oral questions, but individuals answered in a shy whisper. Answers showed a sound knowledge of the multiplication tables.

Meanwhile the other two sections were working away steadily and quietly. The children in the lowest section who had been in school for only one term were gravely scratching away at addition of

(*Continued on page 406*)

Digitized by Google

"To all to whom these presents shall come, I, William Winsor..."

William Winsor's original patent specification of 1840 says : " My said improvements in preserving and using colours consist in the substitution of cylindrical tubes of glass or other substances, as herein-after mentioned, instead of bladder or membrane, as now generally used." The patent Winsor and Newton tube of 1840 was, in effect, a syringe actuated by a kind of Archimedean screw. This invention was, in turn, rapidly superseded by the collapsible metal tubes, in the development of which, Winsor and Newton Ltd., played no small part. And today, over a century later, every Winsor and Newton product is still made as if the maker's reputation depended solely upon it.

FINE QUALITY MATERIALS FOR THE STUDENT. SCHOLASTIC WATER COLOURS ● NEW ART POWDER COLOURS ● STUDENTS' OIL COLOURS are made with the same care and pride as the colours created for the artist.

MODERATE PRICES

Winsor & Newton Ltd. Wealdstone, Harrow, Middlesex
Winsor & Newton Inc. 31 *Union Square West, New York* 3
Winsor & Newton (Pty) Ltd. 605 *Wingello House, Sydney N.S.W*

Digitized by Google

units with their slate pencils, balancing their slates on their laps. The figures would have shamed many a white child of the same age, and most of the answers that I saw were correct.

The upper and middle sections were working with pencils, their figures, too, were clear and carefully formed, while the writing (in script) was clear and neat—a remarkable achievement considering that the school has been in existence for only two years, and that the children had never attended a school before it was opened.

An English lesson with the lowest section was most interesting, for English, of course, is a foreign language to the children. The teacher produced a book and, pointing to the picture of a boy, said: "What is that?" The reply came in a chorus:

"Thaaat ees a boi."

"What is the boy doing?"

"Theee boi eees standing."

"Is the boy walking?" (Teacher walks.)

"No theee boi ees not walking thee boi is staanding."

"Is the boy running?" &c.

The answers were given with great solemnity, slowly and clearly. The English scheme was based on a graded series of books clearly printed and excellently illustrated, dealing with things all within the children's experience.

The school began at seven o'clock in the morning, the children getting the time from the sun. There was a break at nine o'clock, and the children made the most of it. Had I closed my eyes I might very well have imagined myself back doing yard duty at my old school.

About ten yards from the main class-room was a thatched hut of pole and dagga, in which the teacher kept his apparatus and hand-work models. Here we found some first-class models of animals, fruits, people, and pots in clay. The clay had been dug from a nearby clay-pit, and the models baked in the sun. In wood, from trees which the children chop down themselves, we saw samples of axe handles, adze handles, and parts of oxen yokes. There were also mats and baskets nicely woven and decorated, made from the shredded bark of the vegetable ivory tree.

The school garden, a patch about twenty yards square, was surrounded by a thick thorn hedge as a protection against animals. Each plot, too, was surrounded by a thick wall of elephant grass about two or three feet high. There was little besides a few anaemic-looking tomato plants growing, for the previous rainy season had been very poor.

For me, and probably for the children too, the climax of the whole morning was the singing lesson. At first they sang for us a European tune with Sindebele words. Then we asked them to sing some of the songs that their grandfathers used to sing. The first tune, which the teacher pitched in a peculiar falsetto, consisted of a monotonous phrase repeated with only slight variations in tone, separate parts being taken by the boys and girls. This was accompanied by a shuffling kind of dance and a rhythmic swaying and turning of the body all in perfect time, the noise of bare feet scraping along the ground filling the sudden silences. When a crescendo was reached the volume of sound was shattering, and interested as we were we had to retreat out of doors. At twenty or thirty yards the sound was not unpleasant. Other songs varied in rhythm and were accompanied by different steps, but the triumphant and frequent crescendos were all as shattering as in the first song. At the end of each song there was a diminuendo, and as the last word was whispered all the children bowed gracefully.

We stayed until the school closed for the day at eleven o'clock. There were no native kraals in sight of the school and several of the children had to walk three or four miles across the bush to get home.

There is no compulsory school attendance for natives, yet to get the Government grant the children must put in a certain number of attendances. This presents all kinds of difficulties, for the older people are often prejudiced against the schools and have not yet acquired the white man's idea of punctuality and regularity, while many cannot afford the school fees. Besides, the children normally do all the herding and the guarding of the crops against predatory troops of baboons. At harvest time, too, they are required to do much of the work.

But, I am told, the children are surprisingly keen on going to school. This school, which was a typical example, showed very plainly the contrast between the children who attend school and those who do not. These children looked healthy, clean, unusually well clothed, and intelligent. In kraals with no schools the children are usually ill-clothed, dirty, afflicted with skin diseases and sore eyes, and are ignorant and unruly.

My visit filled me with admiration for the Missions and their native helpers who produced such excellent results working under such difficult conditions. It also set me wondering whether a little more self-help would not benefit our own educational system.

EDUCATIONAL MEETINGS

THE Association of Education Committees held its first meeting under its revised constitution in London on July 11 and 12. Its membership is now limited to county and county borough authorities, and every county borough in England and Wales and forty-three counties are now in membership. Alderman H. W. Jackson (Sheffield) in his presidential address said that the main problems which the Government would have to face were those concerned with finance, teachers, and buildings. Under the present grant system local education authorities could not face the responsibilities thrown upon them. The emergency scheme for the training of teachers must be developed with greater speed and energy. Nor had sufficient guidance been given with regard to the provision of permanent buildings. On the motion of Alderman W. J. Johns (West Riding) and Sir John Catlow (Middlesex), speaking for the executive, the Association passed a resolution pressing upon the Ministry the need for an immediate and full review of the grant formula.

Mr. A. L. Binns (Education Officer Elect, Lancashire) and Mr. H. S. Magnay (Leicester), also speaking for the executive, moved a resolution welcoming the McNair Report and declaring the Association's approval of the Alternative Scheme A for the establishment of University Schools of Education in preference to the strengthening of the existing Joint Board machinery. Mr. E. W. Woodhead (Kent) and Mr. Stanley Moffat (Sheffield) moved a resolution,

Digitized by Google

also on behalf of the executive, welcoming the Minister's promise that certain emergency training colleges were to be opened during this year, and asking that the emergency training scheme should be carried into effect as a matter of extreme urgency. Other resolutions carried asked that a co-ordinating and advisory body should be established for adult education; that local education authorities should make provision for adult education on a comprehensive scale; that local education authorities should undertake the administration of the choice of employment service; and that the Ministry of Health should transfer to local education authorities, if they so desired, the premises and equipment of war-time nurseries. A resolution approving uniform holidays for primary and secondary schools was withdrawn. A resolution asking that public library services should be assisted by Treasury grant through the Ministry of Education was referred to a sub-committee.

We are glad to note the close agreement between the views expressed in previous numbers of *The Journal of Education* and those adopted by the conference.

THE first general conference of the reconstructed *International Association of University Professors and Lecturers* was held at New College, Oxford, on June 29 to July 2, under the chairmanship of the President, Professor J. A. Veraart, Rector Magnificus of the University of Delft at the outbreak of the war. Sir Richard Livingstone, Vice-Chancellor of Oxford University, welcomed the conference, and messages of goodwill were read from the Universities of Liége, Ghent, and Gothenburg, and from the Swiss Association of University Professors and Lecturers.

Professor Veraart spoke on "The Re-establishment of the Rule of Law", and reports were received on the present condition of the universities in China, France, Poland, Belgium, and Holland from representatives of each of these countries. Further contributions dealt with the efforts towards rehabilitation which were being made and with the machinery for collaboration among the universities. The American delegate, Dr. G. N. Kefauver, spoke on the educational and cultural organization of the United Nations and of the part that the universities should take in it. Professor R. C. McLean visualized a university institute in which should be centralized the activities of the International Association of University Professors and Lecturers and kindred bodies.

THE requirements of the new Education Act regarding religious education received marked consideration at a two-day conference of *London Teachers* held at the County Hall on July 6 and 7. The plan of the conference imposed numerical limits, and the attendance totalled between 120 and 130 teachers, to which must be added inspectors and other officials.

Canon F. A. Cockin, who presided throughout as chairman, opened the proceedings with a short explanatory address, which was followed by a lecture by the Dean of St. Paul's (the Rev. Dr. W. R. Matthews) on "The Making and Meaning of the New Testament". At the end of the lecture the conference separated, according to plan, into six discussion groups, each under a group leader who acted as the group's chairman, while the members of each group talked over the lecture to which they had just listened.

After lunch on the first day a lecture was given on "The Modern Interpretation of the Old Testament" by the Rev. Professor G. Henton Davies, of the Bristol Baptist College, and this lecture was also followed by group discussions. On the Saturday the conference heard a lecture on "Class-room Methods of Religious Instruction" by Miss M. Avery, of St. Christopher's College, Blackheath, at present evacuated to Chester. This lecture also was followed by group discussions, and after lunch the conference was addressed by Canon Tissington Tatlow upon the objects and work of the Institute of Christian Education at Home and Overseas. Canon Cockin then summarized the findings of the discussion groups.

After an interval for tea, the conference was concluded by a service conducted by Canon Cockin. The lesson was read by the Chairman of the London County Council (Mr. Charles Robertson). The service ended with an address by His Grace the Archbishop of Canterbury, who spoke to the assembled teachers upon their work and its great importance in the years which face this land and her people now about to repair the waste of the war years.

SIR THOMAS BARLOW, Chairman of the Council of Industrial Design, speaking at the annual conference of *The Association of Art Institutions*, made a contribution to the discussion which has for a long time centred round the question of the place of the designer in industry. The oft-repeated complaint of the art schools at the alleged neglect by industrialists of the artist and designer has been equalled by the criticisms of art schools put forward by industrialists. This is not a matter which can be left to these interested parties, for, as Sir Thomas Barlow rightly emphasized, we are forced to agree that the standard of industrial design in this country is generally poor and that our economic position will be impaired until these standards are improved. He addressed himself to the question how we can produce articles functionally and aesthetically satisfactory. He felt that the responsibility for our poor standards must be shouldered almost equally by producer, distributor, and consumer, and that any co-operation between the first-named must be ensured at an early stage. Sir Thomas Barlow said the problem was complicated by the fact that 80 per cent. of producing companies employ less than 100 workers each. Nevertheless, he believed that many of the small firms might find it in their own interests to employ a designer.

The speaker then proceeded to analyse the position of the art schools. They felt with some reason that the designers they trained were neither properly consulted nor adequately remunerated. Their natural reaction was to isolate themselves and to encourage their students to devote themselves to courses in fine art or for teaching diplomas. This lack of interest on the part of industry is accompanied by the adverse conditions under which the schools labour —lack of proper accommodation and equipment. Sir Thomas Barlow then drew the attention of the art-school principals and governors who were present to the industrial-design consultant in the U.S.A. There may be one or two in this country, but are the art schools concerned about them and their training? The schools have done great things in the design of textiles, printing, and pottery, but have they considered the training of the designer of articles in light metal and light engineering in order to provide the many items of equipment needed in the construction of our new homes? He asked whether the art schools had done everything possible to make still closer the link between themselves and the technical schools, or to define the relationship between the Royal College of Art and the Regional College. Again, was there a danger of creating too many regional colleges?

Digitized by Google

Sir Thomas concluded by asking for some hard thinking about these problems, and warned his audience that their solution would take a very long time. However, signs were not wanting that a change of heart on the part of the producers was slowly taking place. The schools must match this by developing and perfecting their own system of training.

THE keynote of the presidential address given by Mr. Arthur Woodburn to the Annual Conference of *The National Council of Labour Colleges* at Edinburgh was, " Quality in education must take the place of quantity ". It is not sufficient to give children technical knowledge of a wide variety of subjects without giving them leisure to think and without training them in self-expression and the ability to investigate social conditions. Even in the schools we were far from reaching equality of opportunity. There were still class distinctions in the equipment of schools and in the conception of what was required for the pupil. Large classes automatically turn teachers into mental drill sergeants. The curriculum was crammed, the purpose being the adaptation of the pupil's mind to fit in with the existing system of society. The pupil should be recognized as an individual who had a right to examine the construction of society and if necessary to change it. In dictatorship countries the fashioning of children to be the instruments of the existing state was ruthlessly pursued with little pretence. The process was more subtle in our society since to a large extent it was unconscious. Progress will be slow if we do not set the ordinary schools free so that children can be taught to live, to think, and to seek noble things.

PERSONAL NOTES

DR. A. E. MORGAN, M.A., Hon. LL.D. (Macmaster), F.R.S.C., has been appointed Educational Director of the British Council, and will take up his duties early this month. The post was formerly held by Professor B. Ifor Evans, who resigned it on appointment as Principal of Queen Mary's College about a year ago but has continued to assist the Council in an advisory capacity. Dr. Morgan, a native of Bristol, was educated at the then University College there, and at Trinity College, Dublin. He was successively Assistant Lecturer in the University of Bristol; Lecturer in, and then Professor of, English Language and Literature in the University College, Exeter; Professor of English Language and Literature in the University of Sheffield; Principal of University College, Hull; and Principal and Vice-Chancellor of McGill University, Montreal (1935–1937). Dr. Morgan became Chief Special Officer for National Service, Ministry of Labour, in 1939. Since 1941 he has been Assistant Secretary, Ministry of Labour. He is the author of a number of works on English drama, and of *Needs of Youth* (Report to King George's Jubilee Trust) and *Young Citizen*.

The period for which Mr. H. Orton, the Acting Educational Director, was seconded to the Council from Sheffield University ends on August 31, and he will thereafter resume his duties as Head of the Department of English Language at Sheffield.

* * *

Mr. H. Dibden, Deputy Education Director, Stoke-on-Trent, has been appointed Director of Education for Swindon. Mr. Dibden is at present serving as Chief Instructor at an R.A.F. Educational and Vocational Training School for Instructors.

Mr. C. E. Gent, Director of Education for Wednesbury since 1936, has been appointed Chief Education Officer for Halifax, and will take up his new duties in September.

* * *

Mr. W. J. Langford, Headmaster of Bideford Grammar School since 1937, has been appointed to be Headmaster of Battersea Grammar School as from the autumn term, 1945. He succeeds Mr. H. R. Ellis.

* * *

Mr. H. B. Jacks, second master of Cheltenham College Junior School since 1940, has been appointed Headmaster of Bedales Coeducational School, Petersfield, to succeed Mr. F. A. Meier in the autumn of 1946. Mr. Jacks is the youngest son of Mr. L. P. Jacks, late Principal of Manchester College, Oxford.

Mr. A. F. J. Hopewell has been appointed Headmaster of Hereford Cathedral School. He succeeds Mr. C. F. Scott, who has just retired. Mr. Hopewell is an Old Boy of the School and an Exhibitioner of Queen's College, Cambridge.

* * *

Mr. J. S. Boulter, who has been ill for some months, is resigning the headmastership of St. Bees' School, where he had been an assistant master for some twenty-five years before he was appointed Headmaster in 1938. The senior assistant master, Mr. P. G. Gow, will act as Headmaster pending a new appointment.

* * *

Mr. W. K. Richmond, Lecturer at St. John's College, York, has been appointed B.B.C. Education Officer in the Midland Area, from September 1, 1945, in succession to Mr. E. G. Francis, who was recently appointed Assistant Director of Education for Herefordshire.

* * *

Sir Thomas Jones, for twenty-five years Chairman of the Anglesey County Education Committee, was recently presented with a cheque for £400, subscribed by people in all parts of the county in recognition of his public services. At Sir Thomas's request the money is to be invested and the interest devoted to providing prizes for the leading boy and girl at each of the secondary schools in the county. The pupils themselves are to decide who will receive the prizes.

* * *

We regret to announce the death on July 2 of Sir Peter Chalmers Mitchell, C.B.E., D.Sc., F.R.S., F.Z.S., at the age of 80. He was educated at Aberdeen Grammar School, the University of Aberdeen, and Christ Church, Oxford, where he obtained a first class in the Final Honour School of Natural Science. He was appointed Secretary to the Zoological Society of London in 1903, and during his tenure of this post for over thirty years he introduced those features which transformed an " old menagerie " into the famous institution of to-day. He wrote a number of books and articles, including *Outlines of Zoology*, *Thomas Henry Huxley*, the centenary history of the Zoo, and his autobiography, *My Fill of Days*. In 1918 he received the C.B.E., and in 1929 was created a Knight Bachelor.

* * *

Also of Miss Elsie Fogerty, C.B.E., on July 4 at Leamington Spa in her 80th year. In 1906 she founded the Central School of Speech Training and

Digitized by Google

Dramatic Art, and until 1943 was its Principal. She was a lecturer on speech and dramatic art to the London County Council and to the University of London Extension Board, a member of the Council of the British Drama League, and Superintendent of the Speech Clinic of St. Thomas's Hospital. She produced acting editions of a number of Shakespearean and Greek plays. Among her other published works were *Stammering*, *The Speaking of English Verse-Rhythm*, and *Speech Training in Schools*. She contributed a number of articles and review-articles to *The Journal of Education*, and a special number of *The Journal* for May, 1943, included the following tribute to her by Mr. John Masefield : " Miss Fogerty and some of the teachers trained under her guidance have made the speaking of poetry an exquisite art. When the sensitive, well-trained speaker is possessed by the poem, the effect is as profound as if the poem spoke with living lips. Happy are the poets who have such artists to work with."

TOPICS AND EVENTS

Exhall Training College. — Mr. Richard Law, the Minister of Education, and representatives of the press visited Exhall Training College, near Coventry, on July 20. This is one of the three emergency training colleges which have already been opened. It is a residential college with about 220 women students who are being prepared for teaching posts in all types of schools from the nursery school to the modern secondary school. Mr. Law said that provision of additional teachers to make the new Education Act effective was a challenging task, but there was no cause for despondency or alarm. He was sure that the raw material would be forthcoming, first-class in quality, and adequate in quantity. The teaching profession would benefit greatly by the injection of young men and women with a wide experience of life. The emergency training scheme would provide training for those coming out of the services or who had been engaged in other spheres of the war effort. The course was not so long as the normal course for students from the schools, but this did not mean that there would be any lowering of the standards of the teaching profession. Up till now candidates for the emergency training colleges had come, in the main, from the civilian forms of national service and he hoped that by the end of the year between 3,000 and 4,000 would have been accepted. By then the first candidates from the Forces would have begun to come through, so that the total number of accepted candidates would amount to some 5,000. There would not be a substantial inflow of recruits from the Forces into the colleges until the younger age-groups were released in 1946 or later. By January he hoped that at least twenty emergency colleges would be at work.

Joint Committee of the Four Secondary Associations.—The Report for 1944 states that during the twenty-five years which have elapsed since it became the recognized medium for the expression of the views of the secondary teachers, the Committee has endeavoured to foster and maintain a high standard of efficiency in the secondary schools, and, in studying the implications of the new Education Act, it is anxious to foresee and guard against any changes which might affect adversely those standards already achieved in the existing secondary schools (the Secondary Grammar Schools of the Future) and retard the development of secondary education.

Much of the year's work has been concerned with the Burnham Salary proposals. Other activities included the preparation of Model Articles of Government, consideration of the Draft Building Regulations and of the amendment of Teachers' Superannuation Acts, Women's Voluntary Service and Extraneous Activities, and the making of representations on pensions and gratuities for officers serving in the Air Training Corps. Allowances for evacuated teachers, the supply of books, the appointment of magistrates, and representations to local education authorities were also matters which demanded attention.

Work done in connexion with examinations has been of considerable importance. An Examinations Co-ordinating Sub-Committee has been formed with a view to gathering together into a coherent whole the work done in connexion with all the eight examining bodies. It has discussed, among other matters, the desirability of special scholarship papers in the H.S.C. Examination, the acceptance of three main H.S.C. subjects as exempting from the London Intermediate, and the setting up of machinery for the preparation of an index of books suitable for prescription of set books in School Certificate English. Local Joint Fours have again done valuable work, and the same may be said of Joint Four representatives on such bodies as the British Council, the Central Council for School Broadcasting ,and the Empire Youth Committee.

London County Council.—A review has been given of the impact of the war on the London Education service. By November, 1939, after the evacuation, the number of school children remaining in London was only 70,000. So many returned that on December 31 the number was estimated at 192,000, and this went up to 240,000 by the following May. The second organized evacuation at the time of Dunkirk resulted in the number falling to 80,500 in December, 1940. Return again caused a rise to over 200,000 until the flying bomb attacks led to a renewed exodus. These changes, in spite of the opening of emergency schools, caused serious administrative difficulties and much educational loss to children. Many schools were taken over for occupation by defence services, and 1,150 schools were damaged, 290 of them demolished or seriously damaged, 310 less seriously damaged, and 550 slightly damaged. Many other interesting facts are recorded. Owing to the extreme difficulty of obtaining new supplies the annual expenditure on equipment during the war averaged £40,000 as against the normal £400,000. Before the war there were 15,150 teachers in the elementary school service ; the figure has now fallen to 11,150 exclusive of 1,250 teachers on war service. There were 33,500 pupils in aided and maintained secondary schools ; it took four years to recover from the setback in enrolment caused by the war, and even so the recovery can hardly be considered complete.

" The devotion of evacuated London teachers to their duty in new surroundings and sometimes trying conditions of billeting cannot be adequately chronicled in words or by statistics, but we recall with pleasure that very many tributes have been paid and continue

Digitized by Google

to be paid by reception area authorities, by inspectors and others intimately concerned, to the work done by London teachers in the interests of evacuated children."

Training for the Hotel Industry.—To meet the demand for training for responsible positions in the hotel industry, the London County Council will begin in October a two-year whole-time course in hotel operation at the Westminster Technical Institute, Vincent Square, London, S.W. 1. This course will be open equally to young men and women about 17 years of age who hold the required qualifications. About one-third of the total period of the course will be spent by the students in practical hotel work in selected hotels, under supervision. Qualifications for entry to the course are the possession of the School Certificate or its equivalent, or the satisfactory completion of a three-year junior technical or junior commercial course. No fees will be charged in respect of students up to the age of 18 whose parents or guardians reside within the administrative County of London. For London students over the age of 18 years, the fee will be £31 10s. a year (£10 10s. a term). This fee will also be accepted in respect of students lodging in London whose parents or guardians reside outside the administrative County of London. The Principal of Westminster Technical Institute will be glad to send a prospectus of the course with details as to the selection of candidates to parents and others who are interested. Early application should be made.

Birmingham University.—Birmingham University was early in the field with its proposals for post-war reconstruction described in attractively printed and illustrated pamphlets entitled *Future Developments in the University of Birmingham* and *Post-War Plans for Mechanical and Electrical Engineering Departments*. The primary need of the university of the metropolis of the Midlands is declared to be that "we stand as one University on the Egbaston site". The worst effect of geographical separation of old and new buildings is "the blight it lays on our whole existence". The medical faculty with its wonderful building must remain apart, in close physical relation with Queen Elizabeth Hospital. The largest item in the schedule of needs is £200,000 for a new library; other items are new engineering laboratories requiring £170,000, and new buildings at Edgbaston for Arts, Commerce, Law, and administration, £150,000. The world has mighty tasks and mighty prizes ahead, especially that small island girt by the silver sea whose "iron heart" is Birmingham. But the city that could collect £315,000 by the end of 1899 in order to give Mason College the status of a university, granted by Royal Charter in 1900, will not be dismayed by the new demands. As our first "civic" university Birmingham has great responsibilities.

Warwickshire.—The County Librarian has reported that there were 213,058 issues of books for the last quarter of 1944, as compared with 191,745 for the corresponding quarter of 1943. The increase will not be maintained unless the trained staff which has already been authorized can be obtained soon.

The A.B.C.A. Play Unit.—The Play Unit of the Army Bureau of Current Affairs has lately been giving public performances of two plays in London, before starting on a tour of British troops in Germany. The dramatizing of Current Affairs has called for something of a new technique in the theatre, and a startling break from convention. *The Great Swap* appals the audience by presenting on a bare black curtained stage an American lecturer, who is going to expound principles of Lend-Lease. Then, as he talks ("You remember what happened after Dunkirk?") the stage is suddenly blacked-out, the curtains rent aside, and we stand on a wind-swept cliff overlooking the narrow seas, where two Home Guards are silhouetted against a dawn sky ("With one bleeding rifle between the whole detachment") waiting for the day. Thence we are swept across the world to a bare roadside in China, where an officer fumes as he waits for transport and ammunition and the nurse at his side prays for medical supplies. We are flashed backwards and forwards in time and place and startled into realization of the life-blood that flows in the veins by the most tedious statistics. The roar of dive-bombers fills the theatre, a soldier in the audience shouts that the whole show is a lot of propaganda, the people on the stage argue with the people off it: here are the shock tactics of education. *Where Do Wo Go From Here?* tackles the subject of full employment, dragging into the open on the stage the soldier's fear that he will go back to the world that his father had to face "after the last lot". At one moment we are in the dole-supported home of the early thirties, at another we are listening to a speech in the House of Commons or watching the officials behind the scenes struggling and achieving full employment in war-time.

The plays are written for soldiers in the soldier's idiom. They are designed to stimulate discussion, and their virtue, as an experiment, lies in their success in teaching the adult in an adult way, while keeping him vastly entertained.

Educational Broadcasts. — The Annual Programme of B.B.C. Broadcasts to Schools for the school year 1945–1946 has been issued by the Central Council for School Broadcasting. There are to be twenty-eight series of broadcasts for schools in Great Britain, with two series designed specially for Scottish and three for Welsh schools. New approaches and new subjects are to be introduced within the framework of the by now well-established series. The Geography broadcasts for seniors about 13 (Thursdays, 11.20 a.m. to 11.38 a.m.) will illustrate some outstanding features of the geography of European countries. Where information is available, broadcasters with first-hand experience of the various regions will comment on the ways in which local conditions have been affected by the war and help children to relate current events to their geographical knowledge. There will be three History series (1) "Stories from World History", for Juniors about 10 (Mondays, 2.05 to 2.25 p.m.); (2) "Great People and Great Events", for Seniors, 11–12 (Tuesdays, 11.20 to 11.38 a.m.) and (3) "The World We Live In", for Seniors about 13 (Thursdays, 2.35 to 3 p.m.). "Up and Down the Country" is the new title of the series for rural schools, for Juniors and Seniors 9–15 (Wednesdays, 1.50 to 2.10 p.m.). It will include plenty of material of human interest, and reference will be made to local customs, well-known literature, folk-songs and dances, typical crafts, occupations and industries, and some modern developments. "Adventures in Music" (Wednesdays, 11.40 to 12) is intended for beginners, and will contain a large proportion of musical examples, played and sung, of a simple character. "Music and Movement for Infants and Juniors", "Rhythm and Melody", and the "Orchestral Concert Series" are

(*Continued on page 412*)

Digitized by Google

An important book for all School Libraries

Building the New Age

by E. B. CASTLE, M.A.

The author examines the causes of our past failures, the retreat from principle to expediency in national and international affairs, the decline of morals and culture.

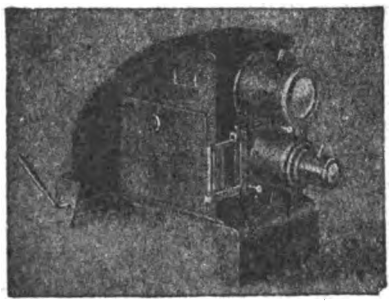
7s. 6d.

RICH & COWAN

Eclipse Press Service, Ltd.

NEWTON & CO. LTD.

(Established over 200 years)



Why Pass Round the Book?

The BRILLIANCE of THE NEWTON EPIDIASCOPE

can show it to

ALL THE CLASS AT ONCE

Telephone: WELbeck 4131 (2 lines)

72 Wigmore Street London, W. 1

Telegrams: "Newtobar Phone London"

★ ★

INFORMATION PLEASE?

Every day the Information Bureau of the National Book League answers scores of questions and inquiries about books. Lists of specially selected books on every kind of subject are provided. Titles, authors, dates, references and allusions are verified. Research is undertaken. Individual guidance is given. This is only one of many services provided free to members of the National Book League. The subscription is 7s. 6d. per annum. Send 2½d. stamp for full particulars and pamphlet ON BOOKS AND READERS TO THE

National Book League
3 Henrietta Street
London WC2

★ ★

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

Digitized by Google

to continue. "When We Started Work"—the title of a new Citizenship series (Fridays, 11.20 to 11.40 a.m.)—is intended for boys and girls shortly to leave school, and will try to help them to find answers to questions about their immediate future. In these broadcasts young workers will be brought to the microphone to describe their experiences. Copies of the Annual Programme and further details on the broadcasts can be obtained from the Secretary, C.C.S.B., 55 Portland Place, London, W. 1.

English Week in Lille.—The British Institute in Paris, in co-operation with Lille University and other French authorities, and with the assistance of the British Council, held an English Week in Lille during the week beginning July 16. The programme included lectures by Mr. Robert Speaight on "British Poetry and Drama"; Mr. Hugh Sellon on "The Evolution of English Society during the War"; Mr. Charles Madge on "The Scientific Approach to the Understanding of Society" and "New Developments in Social Research"; and Mr. Raymond Mortimer on "French Influence on English Literature".

Oversea Education Boxes. — To satisfy the thirst for knowledge evinced by the 14- to 20-year-old on the ways of the British Empire, the Education Department of the National Association of Girls' Clubs and Mixed Clubs has originated oversea exhibition boxes for their 1,850 clubs. These exhibition boxes contain photographs for display, lists of books to read, songs to sing, and suggestions for food to cook in the way of the particular country in which the club is interested. The exhibition boxes also cover European countries and China. The charge for hiring is 1s. 6d. per week or 5s. per month.

United Nations Educational Conference. — A conference is to be held in London on November 1 next to consider the establishment of a United Nations Educational and Cultural Organization. The conference of Allied Ministers under the chairmanship of Mr. Richard Law, the Minister of Education, at a meeting in London on July 12, unanimously agreed that the United Kingdom Government be asked to invite on its behalf the Governments of all the United Nations to send delegates to this conference. A working committee will be set up in London to make preparations for the conference and to assemble and collate opinions and proposals as to the scope and methods of operation of the organization. Draft proposals for the constitution of the organization, prepared by the conference of Allied Ministers, will be issued shortly and will form the basis of discussion at the forthcoming conference.

The Schools in War-time.—Memorandum No. 38, is entitled "Catering for Harvest Camps". The aim of the pamphlet is to assist schools for which a harvest camp is a new venture. Suggestions are given for the arrangement of the kitchen compound and for ordering and storing food. The suggested menus are based on supplies now available and are planned to give a well-balanced, varied, and substantial diet. Shopping lists and recipes for groups of thirty and fifty persons are included.

Erratum.—The Religious Education Press, publishers of *The Loveliest Friend*, which was reviewed in our last number, inform us that the price of the book is now 3s. in cloth boards.

Ministry of Education Publications.—

Circulars :

No. 51 brings together the various arrangements for grant-aiding provision for facilities for recreation and social and physical training. Under the Education Act, 1944, local authorities must provide not only for the Youth Service, but also for school children and adults. Under the headings "School Children", "The Youth Service", and "Community Centres and Other Facilities for Adults" the circular indicates the policy which the Minister desires should be pursued in future in the administration of grand-aid. No direct grants will be made to local voluntary organizations in respect of their work among children of school age, but the Minister proposes to continue to offer direct grants to the principal National Voluntary Organizations concerned with young people in aid of their expenditure upon central and regional services, relating to training organization and administration, which do not normally attract grants from local education authorities. Expenditure on local services should be met from local sources, both voluntary and statutory, and authorities are asked to consider on their merits applications for help from local associations. It is the Minister's intention gradually to reduce, with a view to their ultimate discontinuance, direct maintenance grants hitherto made to local units and local youth groups. He feels that the time has come for local authorities to assume full responsibility in this respect. In regard to provision for adults, direct grants will be made to local authorities and to voluntary organizations towards the capital cost of the establishment of facilities for physical training and recreation, but such grants will not be available to counties or county boroughs in respect of provision that it is within their power to make. The responsibility for the assessment and payment of these grants now rests directly with the Minister, and attached to the Circular are Memorandum A.W.1, setting out the principles by which he will be guided, and Memorandum A.W.2, on Trust Deeds.

No. 53 sets out arrangements which will replace as from September 1, 1945, those described in Circular 1598, issued in 1942, for Emergency Courses of Training for those engaging in the Youth Service. These new arrangements are the result of experience gained, and have been formulated after consultation with representatives of the institutions which have been conducting the courses, of the voluntary youth organizations, and others with knowledge of the work. The one-year full-time courses at universities will be similar to those hitherto conducted, and candidates who complete those courses successfully will now be regarded as suitably qualified to take up full-time work as leaders in the Youth Service. It is expected that a number of candidates will be forthcoming from among those set free from the Forces and other forms of National Service. Greater discrimination will now be shown in the selection of suitable candidates for such courses, and grants will be made to selected candidates. Part-time courses and refresher courses, while not to be regarded as conferring any specific qualification upon those who take them, will also receive recognition and grant-aid from the Ministry. In regard to future developments, it is not intended immediately to develop full-time courses of more than one year's duration, as it is felt that further consideration must be given to the important issues involved before decisions can be taken. The courses in Social Science, extending over two or three years, provided by universities, may afford the wider

(*Continued on page 414*)

Digitized by Google

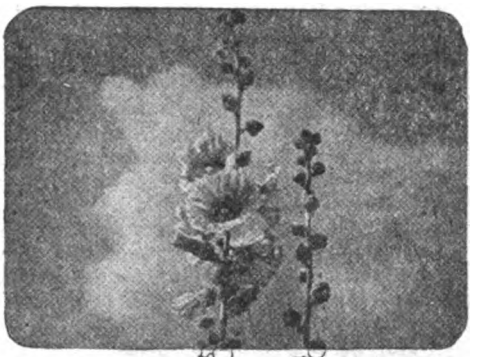
THE WISDOM OF MAKING A WILL

Unless you make a will the provision for your dependents may be different from that which you had intended. Several reasons, including unwillingness to place the responsibility of executorship upon the shoulders of an intimate friend or relative, who may pre-decease you, may have caused you to defer completing plans for the future.

No need exists for further delay, since you can appoint this Company as executor and/or trustee, either solely or jointly with your wife or husband, a relative, or a friend, and thus be assured of continuity of administration and of security. You are invited to ask any branch manager of the Bank for particulars of this service. Alternatively, you may apply to one of the Company's own offices at the following points:

Head Office: Poultry, London, E.C. 2. *Branches:* 70 Pall Mall, London, S.W.1, and in Bangor, Birmingham, Bournemouth, Brighton, Bristol, Carlisle, Hull, Leeds, Leicester, Liverpool, Manchester, Newcastle-on-Tyne, Nottingham, Oswestry, Sheffield, Swansea and Torquay.

MIDLAND BANK
EXECUTOR & TRUSTEE
COMPANY LIMITED



So that's what it looks like!

The average child, who finds it rather difficult to think of Uncle George as 'homo sapiens,' is never really happy about technical terms or abstractions. That is why the documentary film, which 'short-circuits' descriptions and animates diagrams, is spontaneously remembered instead of being merely memorised. It brings life and movement to such 'dry' subjects as health, food, social and domestic science, housing and the problems of democracy. Admirable films on these and similar subjects are available, free to approved borrowers, from the Gas Industry.

Full details from your local Gas Undertaking, or post this coupon.

CUT OUT THIS COUPON AND POST IT TO:

The Secretary, British Gas Council, 1 Grosvenor Place, London, S.W. 1. Please send, without obligation, particulars of your Documentary Films and booking form.

NAME.....

ADDRESS.....

F8

Digitized by Google

training necessary, or may be adapted to the particular needs of prospective youth workers, or courses specially designed for the purpose may be developed. When it becomes practicable to extend the period of training for teachers, some preparation for youth work may be incorporated for those candidates who wish to take it. The Minister proposes to examine these questions further in consultation with the authorities concerned with a view to determining what type or types of longer training course can usefully be initiated, and hopes that it may be possible to announce details in time for arrangements to assist such longer training to begin in the autumn term of 1946.

No. 54 sets out the decisions which have been reached by the Ministry of Education in consultation with the Ministry of Labour and National Service for the entry of men students to training colleges for teachers in the autumn of 1945. Men students born on or after October 1, 1927, and men students of Medical Grades III and IV who were born on or after October 1, 1926, will be allowed to take the full course of six terms. Men who have been discharged from the Forces on medical grounds will be allowed to take a full-time course of further education at a university or college.

No. 55 describes the types of training to be provided, as part of the emergency scheme of training, for persons wishing to prepare themselves for work as full-time teachers in technical colleges and similar institutions. The training will consist of (*a*) full-time courses of not less than one year for those candidates who, in addition to lacking any previous teaching experience, require to refresh or extend their knowledge of their technical subjects; and (*b*) full-time courses of not less than six months for those whose technical equipment is already adequate, but who need to require a sufficient teaching technique. Persons who satisfactorily complete one of these courses will be regarded as having completed an approved course of training entitling them to the status of a qualified teacher in a primary or secondary school. Students admitted to these full-time courses will for the present be men and women released from H.M. Forces or from other forms of National Service. No tuition fees will be charged, and students will be eligible for maintenance allowances. Training centres for these courses will be opened at an early date. In addition to providing the full-time courses indicated above, it is proposed that they should also provide part-time courses for persons engaged in industry who cannot undertake full-time training but wish to prepare themselves for teaching technical subjects in institutions under the Regulations for Further Education. These courses will be of not less than 120 hours in all, including teaching practice, and will be designed for those who have adequate knowledge of their subjects, but lack teaching technique. If a wider demand for such part-time courses is found to exist than can be provided for by the training centres local authorities are asked to submit proposals for suitable local part-time courses, the expenditure on approved arrangements to rank for grant.

No. 56 deals in greater detail than did Circular 48 with some immediate problems of further education. The provision of further training facilities for industry, particularly the building industry, is an urgent matter, and it is suggested that local education authorities should consult Local Joint Apprenticeship Committees in order that every effort shall be made to meet local needs. In some cases accommodation for such training can be made available by local firms within their works, and where this is done suitable arrangements should be made between the firm and the authority for the direction of the education given in the works and its co-ordination with instruction given in technical colleges. The circular makes a number of suggestions for the procuring of suitable staff, who should be drawn not only from among men released from the Forces, but also from industry on a part-time basis.

No. 57 deals with demobilization and adult education. During the past five years there has been built up in the Services and in the Civil Defence Services a system of education for adults. A considerable number of these men and women will seek similar opportunities for education after demobilization, both vocational and non-vocational. The circular deals mainly with the latter aspect, such as discussion groups, talks rather than formal lectures, the use of Information Rooms, the development of craft hobbies and the like. Though the universities and other bodies concerned with adult education may be expected to extend their work and appeal to a wider clientèle, the new demand cannot be fully met without the full and active participation of local education authorities who, under the Education Act, 1944, have new responsibilities in this field. The demand will be largely of a social and recreational nature, and should be met so far as possible by the development of Community Centres, with Information or News Rooms in or near at hand to all social and educational centres, and in public libraries where space can be found. In this connexion close co-operation between education authorities and public library authorities is suggested.

Administrative Memoranda:

No. 67 refers to the release of land or buildings requisitioned by local education authorities under powers delegated by the Minister of Education under Defence (General) Regulation No. 51. Premises no longer required for the purpose for which requisitioning was authorized should be relinquished without delay, and the memorandum sets out the procedure to be followed, both in regard to the removal of fittings and to any claims for damage.

No. 69 requested local education authorities to carry out a special review of War-time Nursery Classes or War-time Play Centres for the month of July and to let the Ministry have a return of the particulars indicated on the attached Schedule.

No. 70 sets out the conditions under which teachers and others may make use of school canteens.

No. 71 accompanies a document entitled "Education in H.M. Forces" which describes the facilities which the Services are providing for men and women in the Forces during the period prior to their release. The Army Education Scheme is described elsewhere in this issue. The information should be of assistance to local education authorities in organizing courses for men and women returning from the Services and in advising individual students as to the appropriate stage at which they should enter normal or specially provided courses in technical colleges and other institutions. As the Forces Preliminary Examination may be taken either while in the Forces or within six months of release, authorities will wish to make arrangements for such students to continue their studies.

No. 72 refers to the allocation of equipment for games and physical training.

No. 73 deals with changes in the distribution of circulars and administrative memoranda and applications for approval of H.M. Inspectors made necessary by the administrative changes brought about by the Education Act, 1944.

Digitized by Google

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

Milk of Magnesia (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

ENGLISH

Editor - George Cookson
Associate Editor - Guy Boas

"English" is the official publication of the English Association and is issued three times a year. It is intended to promote the aims of the Association, which was founded in 1906, to foster the Language and Literature most widely known among men.

Besides containing literary and educational articles, poems and reviews of books, it has sections devoted to Drama and Correspondence, and to Junior Branches of Schools, and also records the activities of the Association's Branches in the Empire and Overseas as well as at home.

Numbers already issued include articles and poems by Edmund Blunden, F. S. Boas, Bernard Darwin, Alpha of the Plough, Lord Ponsonby, Dorothy Sayers, D. M. Stuart, G. M. Young, T. Sturge Moore, J. Redwood Anderson, Laurence Binyon, John Drinkwater, Sidney Keyes, Ian Serraillier, Wilfred Gibson, and Walter de la Mare.

The magazine, together with a copy of the Presidential Address, is issued to all Members of the Association in return for their subscription. It can also be obtained by the general public through Messrs. W. H. Smith & Sons, or direct from the Publishers, the Oxford University Press—price 2s. 6d. net.

Further particulars of membership of the Association, and information how to join it, may be obtained from The Secretary, The English Association, 3 Cromwell Place, London, S.W. 7.

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES : SCHOOL SECRETARIES
LADY MATRONS : HOUSEKEEPERS : LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT

Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* REGent 2803

CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W. 1

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C. 1

FOYLES
FOR BOOKS

Large Stocks of Educational Books

119-125 CHARING CROSS RD., LONDON, W.C.2

Telephone: GERrard 5660 (16 lines) Open 9-6 including Saturday

Digitized by Google

NEW BOOKS

THE FUTURE OF REDBRICK UNIVERSITY

By B. A. FLETCHER, Professor of Education in the University of Bristol

AS in his previous book *Redbrick University*, so in his new book *Redbrick and these Vital Days*,* Mr. Bruce Truscot plays the part of the gadfly stinging the rumbling university coach into brisker pace and shaking up into petulant life some of its sleepy passengers within. On his own admission much of what he says is enunciated in challenging or provocative form in order to " startle the over-complacent Redbrickian into serious thought ". This must be remembered before the charge of unfairness or exaggeration is levelled against him. But I wonder if exaggeration is ever justified in a serious social document. ' In fiction or in satire it may be allowed or even regarded as essential. But this book is neither. Professor Deadwood of Redbrick is neither a fictional character nor a symbol for a group of statistics. I think he should be either the one or the other. He is just a marionette whose strings are twitched by Mr. Truscot, and for this reason I find him unconvincing. Prof. Deadwood is not a real man and Mr. Truscot is not a real man, but a *nom-de-plume*. I must confess I do not like quite so much unreality. I think it subtracts something from the value of this book, and this is a pity because it is full of interesting and carefully thought-out discussion. Taken as a whole it is a wide survey of the important problems that face the modern university and for the most part is balanced and fair in its assessment both of problems and solution. In considering such questions as salaries, residence, or specialization, the discussion is broad and thoughtful. The most constructive section I find that which deals with the work of the university in relation to its region. Here Mr. Truscot has something positive and constructive to say, and he says it well.

The most unsatisfactory section of the book I find that which gives his reply to criticisms made of the leisured professor of Redbrick University. It is particularly true of this section of the book, and it is to some extent true of the book as a whole, that the titles used are misleading. His leisured professors are arts professors and the lack of research that he deplores is lack of research in arts subjects. But a modern university is much more than an arts faculty. The book hardly deals with any of the problems that face the faculties of science, medicine, law, or engineering. None of these words even appears in the index. For this reason a fairer title to the book would have been *The Arts Faculty and these Vital Days*.

There are two major assumptions in all of Mr. Truscot's thinking that I should dispute and that seem to me to invalidate much of his argument. The first is his claim that the moral and intellectual training given in the Arts Faculty is in some way superior to that given in other faculties. He quotes Professor V. H. Galbraith with approval: " Now the sort of thinking a man does when he chooses a church, a wife, or a political party, is precisely the sort of thinking which an arts faculty seeks to develop. . . . The arts student pursuing at his university, perhaps rather abstractedly, the truth about great matters is simply acquiring a true sense of values. It is this which makes all the difference between good and bad decisions."

As a scientist I should naturally say it was an exaggerated claim that the subject-matter of arts studies included truth about greater matters than the body of truth studied in other faculties or that the average arts student had a truer sense of values than his fellow-students in other faculties. I am quite sure that happy marriages, political wisdom, and religious devotion are to be found as much outside the arts faculty of a university as inside.

The second assumption that I should dispute is the claim made strongly in *Redbrick University*, and repeated in this new book with some degree of wiser modification and interpretation, that the primary concern of the university is with research and that the dissemination of knowledge is only its secondary concern. Both are equally the concern of the university; the activity of the one, as Mr. Truscot himself very succinctly argues, cannot be separated from the activity of the other; and whenever the claims of one are stressed more than the claims of the other the balance of university life is broken. As I know well from personal experience, at certain phases of the development of some American universities the importance of *published* research (and I underline the adjective) was so over-stressed that to-day their library shelves are cluttered with mediocre writing, and it is very hard for the present-day researcher to winnow away the chaff from the grain in his search for truth. I should have thought that Stephen Leacock's satirical accounts of such tendencies in transatlantic university life would have put us on our guard against similar developments here.

Because I should contest these two major assumptions in Mr. Truscot's thinking I find some of his proposed remedies more dangerous than the disease they seek to cure. He reiterates, with truth, that if you give men security and leisure some will misuse it. I think all would agree that two of the basic conditions that must be given if research of value is to begin are security and leisure. To get any research at all you must take the risk that some will misuse their freedom. In order to get more research Mr. Truscot proposes remedies that in fact would replace security by insecurity and leisure by superficial activity. No doubt every university has its Prof. Deadwood. But Mr. Truscot says " a great many " are like him. How many? Ten per cent., 20 per cent., or 50 per cent.?

Mr. Truscot produces in support of his rather grave charges no evidence that a scientist could accept. The arts faculties of British universities are not very numerous and their published research over, say, the period of the ten pre-war years would not have been difficult to collect. From such a survey the accurate percentage of ' deadwood ' in universities could have been found. Such a survey might show that this percentage is larger than can justify the inevitable risk involved in giving men freedom for research. If so, such restrictions of freedom might be considered as the inspection and reporting and replacement of personnel proposed by Mr. Truscot. But these are dangerous remedies. They might have the effect of directing the Prof. Deadwoods into more profitable employment, but only at the fatal cost of killing real research. Before I began to consider such remedies I should want some evidence more impressive than

* **Redbrick and these Vital Days.** By BRUCE TRUSCOT. (10s. 6d. net. Faber & Faber.)

Digitized by Google

the activities of Mr. Truscot's professorial marionettes, Professors Deadwood, Blank, and Active.

In the later and by far the larger sections of this book, when Mr. Truscot gets away from his research obsession, there is to be found a very stimulating discussion of the issues raised by the Norwood, McNair, and Fleming Reports. Even those who have read and re-read these reports and also the correspondence they have aroused will find a jaded aptitude stimulated to fresh digestion of these contemporary educational documents by the new and lively way in which Mr. Truscot examines their implications.

THE FUNCTION OF THE UNIVERSITY

By M. V. C. JEFFREYS, M.A., Professor of Education, University of Durham

THIS* is a book that deserves to be read together with Arnold Nash's *The University in the Modern World* and other recent literature on the function of universities.

Sixty-two years of age, and distinguished as a teacher, writer, publisher, philosopher, and politician, Ortega held the Chair of Metaphysics at Madrid University for twenty-five years, and strove through all those years for reform of the State and the university in a country whose "fundamental ailment" is "slovenliness". This essay on the university, published in Spanish in 1930, was based on a lecture delivered to the Federation of University Students. In the previous year he had published his *Rebellion of the Masses*, in which he discussed the disintegration of culture, the rebellion of modern man against the burden of knowing and understanding, the incompetence of men in the mass for democracy, and the need for an intellectual *élite* which could achieve and present a cultural synthesis in terms of the modern world.

The theme of the present essay can be briefly stated. "Compared with the medieval university, the contemporary university has developed the mere seed of professional instruction into an enormous activity; it has added the function of research; and it has abandoned almost entirely the teaching or transmission of culture" (p. 57). Higher education to-day consists, then, of professionalism and research, and all that is left of the great, basic function of the university is some "ornamental knowledge" (p. 55). By "culture" Ortega means the system of ideas, concerning the world and humanity, which man possesses at any particular time; it is, in fact, "the system of ideas *by* which the age lives" (p. 81). Western civilization in our own age has no coherent culture in this sense, and "the crumbling away of Europe which we are witnessing is the result of the invisible fragmentation that the European man has progressively undergone" (pp. 61, 62).

In Ortega's view the prime function of the university is to teach "culture", which, for our age, means a synthesis of the characteristic ideas belonging to the fields of physical science, biology, history, sociology, and philosophy (p. 73). But, before any such synthesis can be presented, it must first be achieved. Ortega's solution is to make "a Faculty of Culture the nucleus of the university and of the whole higher learning" (p. 86).

* **Mission of the University.** By J. ORTEGA Y GASSET. Translated, with an Introduction, by H. L. NOSTRAND. ($2.00; 13s. 6d. net. Princeton University Press; Oxford University Press.)

(*Continued on page 418*)

Teach children

KERB DRILL

See that they always do it and set a good example by doing it yourself.

1. *At the kerb* **HALT**
2. **EYES RIGHT**
3. **EYES LEFT**
4. **EYES RIGHT AGAIN**
   then if the road is clear
5. **QUICK MARCH**

Don't rush
Cross in an orderly manner

1

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others Interested
GREENWOODS',
Dept. F, 13 Victoria Street, Huddersfield

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

In spite of the affirmation (p. 84) that "the content of culture . . . is not scientific fact but rather a vital faith", it is apparent that Ortega regards the process of cultural synthesis as being mainly, if not entirely, an intellectual process. Reason, enthroned in the university, ought to be the arbiter of human destiny. This is the Classical, indeed the Platonic, view, which has prevailed throughout the history of western civilization in the educational field, in spite of the witness of the Christian faith to a different kind of interpretation of man and his destiny. It is at least open to question whether intellectual processes can ever, of themselves, avail for salvation; whether, in fact, the perfection of human society can ever be a purely human achievement. The answer depends on whether the conflict in man is seen as a tension between Reason and animal nature (Reason being assumed capable of grasping perfection if it can disengage itself from the down-drag of nature) or as a contradiction within the highest part of man, needing the intervention of divine grace for its resolution. The Greek tragedians, in contrast with the philosophers, realized that evil was due to the revolt of the highest in man and not merely to the down-drag of the lower nature, but it was only the Hebrew-Christian insight that saw beyond tragedy to divine redemption. The Hebrew-Christian view, knowing no dualism of Reason and nature, mind and body, thought and action, characteristically regards truth as something that has to be lived in order to be known, and would not expect an intellectual synthesis to pass over into world-transforming action unless the intellectual synthesis were itself the inevitable consequence of a faith. This is the fundamental issue. If our modern intellectual disintegration is in fact a by-product of our religious and spiritual disintegration, we must look beyond intellectual synthesis for the solution of our problem. In suggesting this criticism of Ortega's thesis, however, it is only fair to add the reminder that, being himself at least as much a man of action as a thinker, he is not likely in his personal living to be under any misapprehension as to the true relation of *theoria* and *praxis*.

One-third of the book consists of an introduction by the translator, who expects to publish shortly a work of his own on "intercultural synthesis". One can permit oneself a little scepticism as to the value of "synthesis seminars" and the like, without derogating from the value of Howard Lee Nostrand's introduction as a guide to the life and thought of Ortega. The analysis of Ortega's ideas, however, is not always clear, and readers may do well to read the essay itself before reading the introduction. The translation is very readable.

STUDIES IN THE PSYCHOLOGY OF LEARNING

By Dr. C. M. FLEMING, University of London Institute of Education

WHY, after all the efforts of teachers, do some children fail to learn? This is a topic of perennial interest. Is it traceable to some physical or neurological peculiarity in the equipment of the child? Is it due to the order in which the material of learning has been presented? Is it associated with emotional stress and removable by a change in the meaning of the total learning situation? Can it be attacked through an increase in the teacher's mastery of his subject-matter? Or is it traceable to the strains and dislocations which accompany the faulty use of the self? Five small booklets assembled for review present in turn one or other of these solutions.

Dr. Macmeeken's report on *Developmental Aphasia in Educationally Retarded Children*[1] is frankly physical in its explanation. According to it "the core of stubborn backwardness in the primary school, in so far as this is not due to low or backward capacity, is provided by a well-defined pattern of learning interference, showing directional confusions that are typical of so-called developmental aphasia". The type of backwardness discussed is that shown in retardation in reading and spelling; and the attractiveness of the thesis is that it provides a simple explanation of the observable confusions in direction which do occur in spelling-errors and in reading-mistakes. These aphasic confusions, whether static or kinetic, result from a "natively conditioned right to left direction of perception in left-eyed children in conflict with the conventional left-to-right directions demanded by written language". "An apparently identical syndrome was found associated with squint, accompanied indifferently by left or right-eye dominance"; and "a similar, though subtly different syndrome, definitely aphasic in nature was found related to left-handedness".

As its descriptive terminology shows, the explanation originated among doctors rather than among teachers, and it retains a somewhat external emphasis, a reliance upon the evidence provided by tests for left-eyedness, left-handedness, and squint, and an inclination towards the fascinating speculation that the determining cause of laterality (which in turn is responsible for so much) is an abnormality of foetal posture comparable to that which is associated with twinning.

In support of the thesis Dr. Macmeeken produces very careful records of the laterality of a group of 140 retarded pupils and their background of 1,487 pupils from typical primary schools in Edinburgh. Among a normal population the incidence of left-eye dominance was approximately 37 per cent. (with no sex difference). In the retarded group it was approximately 59 per cent. and was significantly higher among boys. Careful assessment of the intelligence and the language achievement of 82 retarded pupils showed that nearly two-thirds of the group were of average or above average intelligence but working below capacity (and nine out of every ten of these were boys). When laterality was considered the mean Reading A.Q. for left-eyed children was 84·7. For right-eyed children it was 91·9; and the corresponding means in spelling were 84·9 and 92·1. (These differences are very nearly statistically significant.) Approximately 82 per cent. of the retarded group had A.Q's below 100 in Reading (48·8 per cent. with left-eyed dominance and 32·9 per cent. with right-eyed dominance). Similar figures were found for spelling, and left-eyed boys showed the lowest mean A.Q. both in reading and in spelling.

The whole document is very carefully worked out (in terms of percentages for the most part); but it shows a rather remarkable absence of reference to the possible effects of social relationships, emotional disturbance, and the inter-relations of the methods, the rate of presentation, and the attitude of the teacher. Action upon its findings should, however, promote patience on the part of the teacher (if not passivity).

Somewhat different in approach is another report with the equally technical title of *Retroactive Inhibition*[2]. This is concerned with a study of the problem of forgetting. The view that forgetting is largely a passive process consequent on disuse is giving way

Digitized by Google

as a result of recent experiment to the view that much forgetting is the result of an active process of interference. "Such interference of later learning with the retention of earlier learning is called retroactive inhibition."

Dr. Swenson presents a very useful review of reports on the topic—supplementary to that given by Britt in the *Psychological Bulletin* in 1935. The document is of considerable interest to teachers because of the educational implications involved. The interference consequent upon an interpolated activity increases with the similarity of the two activities —in content, form, meaning, or method. Words that are similar in appearance or sound should therefore not be presented together. Number combinations of similar elements should be studied apart. Lessons of a similar type but different content should not be adjacent on the time-table. Both verbal and motor activities are subject to interference and poorly organized or partially learnt material is particularly liable to disruption. Whatever helps pupils to clarify their concepts and to organize and integrate their knowledge reduces the effect of interference from subsequent activities. Older pupils (when intelligence is held constant) and more intelligent pupils (when age is held constant) are less affected; and to the degree to which a teacher guides his pupils towards extending their experience and organizing their knowledge he is helping to reduce the wastage traceable to retroactive inhibition.

Sufficient work has been done under controlled conditions in laboratories to make it possible now to organize experimental class-room study of the effect of interpolations in school, in the playground, at week-ends or in vacations. Dr. Swenson's monograph is a timely reminder of methods that may be adopted in the study of many of the problems relevant to discussions of curricular or educational reform.

The Mind of the Cripple[3]—a production of the Child Guidance Council—is addressed primarily to nurses; but many teachers will be interested to read its brief discussion of mental deficiency, and its appeal for the recognition of the interferences with learning consequent upon prolonged illness and the clumsinesses which are a sequel to certain types of disability. Of particular usefulness is the third section which deals with the emotional difficulties of the child who has, for one reason or another, been deprived of the consciousness of security which seems so essential to normal development. While ostensibly this section refers to the child in hospital, in many respects it applies equally to the unhappy pupils who are labelled "backward" in our schools. The shy child, the suspicious child, the aggressive child, the delinquent child—each requires an understanding of his attitude to life and for each the most effective treatment is one which changes for him the meaning of the total social situation which we describe as "school" or "learning".

Using a Resource Unit[4] is a small manual which forms part of a series which essays the laudable task of reviving a teacher's willingness to study his subject and consider afresh the materials he can use and the methods he can adopt in interesting his pupils in social studies. The document also offers some notes on the means available to those who wish to measure the degree of their success through an estimate of the modifications they have made in the achievement, the attitude, the interest or the skill of their pupils.

The last of the five pamphlets[5] is rather an advertisement than a report. It professes to accept none of the previous interpretations. According to it, the

(*Continued on page 420*)

"If," declared G. K. Chesterton in his neat distinction between power and authority, "a rhinoceros should suddenly poke his head in at the door of this restaurant, there is no denying that he would have great power here. But I should be the first to rise and assure him that he had no authority whatever."

There is, however, no doubt about the authority of the broadcast talks printed each week in

The Listener

Every Thursday 3d.

A *BBC* PUBLICATION

Digitized by Google

only path to improvement lies through an alteration in the use of the self. The individual is " not an assembly of parts but a symphonic indivisible whole ", and guidance to the proper treatment of this whole is to be found in the work and the writings of F. Matthias Alexander. These anticipated much of the present-day discussion of integration of the personality and demonstrated a method by which such integration might be achieved. (As an advertisement the document is quite effective.)

[1] **Developmental Aphasia in Educationally Retarded Children.** By Dr. M. MACMEEKEN. (Publications of the W. H. Ross Foundation (Scotland) for the Study of Prevention of Blindness.) (3s. net. University of London Press.)

[2] **Retroactive Inhibition.** By Dr. ESTHER J. SWENSON. ($0.15. University of Minnesota Press.)

[3] **The Mind of the Cripple: an Introduction to the Study of the Behaviour of the Physically Handicapped Child for Nurses and others working in Orthopaedic Hospitals and Clinics.** (1s. 6d. The Child Guidance Council.)

[4] **Using a Resource Unit: Manual for Teachers.** By I. J. QUILLEN. (Problems in American Life.) (10 cents. Washington, D.C.: National Association of Secondary School Principals; National Council for the Social Studies.)

[5] **A New Way of Life: an Introduction to the Work of F. Matthias Alexander.** By M. MARCH. (6d. net. Chaterson.)

STUDYING STARS

By J. A. LAUWERYS, Reader in Education in the University of London

ONE thing, and one thing only, makes many of us regret the end of the black-out: it is already less easy than it was to observe the stars. We must hope that the interest in their study, roused in many during the war, will be fostered and maintained. An ample supply of books, varied in content and style, will help, and it is a good omen that the three here listed are, each in its own way, of remarkably high quality. Each can be recommended unreservedly.

Dr. Davidson's *Easy Outline*[1] is intended for adults who know little science, have forgotten their mathematics, and do not wish to be bothered with technical terms. It is thoroughly modern in outlook and up to date in content, comprehensive in its range, clearly and concisely written. In brief, an excellent example of popular science: *Vulgariser sans Abaisser.* It is particularly pleasing to find a convincing attack on the pseudo-science of astrology.

Dr. Macpherson's *Guide to the Stars*[2] is a shorter book than Dr. Davidson's but much better illustrated by photographs, drawings, and diagrams, and more suitable for young people. The author's object, too, is different. He is less concerned with theories such as those which explain the formation of the solar system or with accounts of the universe as a whole. He is more interested in the practical observations which must, of necessity, form the basis for later serious study. He takes his readers, step by step, through the constellations, showing by exact but simple directions how to identify them and how to name the most important individual stars. His task is simplified by the inclusion in the book of some pleasingly printed coloured maps which show the magnitudes of the separate stars.

" Barlow and Bryan ",[3] of course, needs no bush. But it was written more than fifty years ago and stood in great need of thorough revision. Sir Harold Spencer Jones has made of it a modern treatise which retains all the qualities of simplicity and directness which had made the older editions so popular. He has kept more or less to the original plan, but has rearranged the chapters. He has introduced the conceptions of apparent and mean sidereal time; added a chapter on " Precession and Nutation ", as well as descriptions of the instruments and methods used in aerial navigation; dropped out obsolete material. It remains a mathematical book and astrophysics is not included in it. It is primarily intended for university students rather than for schools—nevertheless, it richly deserves a place in any school reference library.

[1] **An Easy Outline of Astronomy.** By Dr. M. DAVIDSON. (2s. 6d. Watts.)

[2] **Guide to the Stars.** By Dr. H. MACPHERSON. (6s. net. Nelson.)

[3] **Elementary Mathematical Astronomy.** By C. W. C. BARLOW and Dr. G. H. BRYAN. Fifth Edition, revised by Sir HAROLD SPENCER JONES. (12s. 6d. University Tutorial Press.)

Biography

Life and Work of John Tyndall

By A. S. EVE and C. H. CREASEY. (21s. net. Macmillan.)

This biography is a belated tribute to a fine personality, a famous man of science, a brilliant lecturer, and a vigorous controversialist. His researches in physics, especially dia-magnetism, were worthy of Faraday's successor as head of the Royal Institution. Some of the controversies in which he engaged are now a fading memory. In his presidential address to the British Association at Belfast in 1874, he examined the religious and scientific conceptions of Greek philosophers such as Xenophanes, Democritus, Lucretius. Have these discussions brought us nearer to the solution to the eternal riddle? The author remarks that " the gulf between matter and feeling remains as broad as ever ". If Tyndall showed a natural vigour against those from whom he differed, this was used also in the defence of his friends. Many examples of his private and public generosity are given. The profits of his lecturing tour in the United States in 1872–1873, amounting to £2,500, were devoted to the foundation of Tyndall Fellowships at Harvard, Columbia, and the University of Pennsylvania. He was professor at the Royal School of Mines but resigned in order to have more time for scientific research. As examiner for the Army, he was not favourably impressed by the work of our schools; but he could not claim, like his " brother-friend " T. H. Huxley, the proud title of " educationist ". There will be general satisfaction that a *lacuna* in Victorian biography has at last been filled.

T. Ll. H.

English

The Year's Work in English Studies. Vols. XXII (1941) and XXIII (1942)

Edited for the English Association by F. S. BOAS. (10s. 6d. net each. Oxford University Press.)

Students and amateurs of English alike will find both profit and enjoyment in these two volumes, for the appearance of which at this date Dr. Boas is to be at once thanked and congratulated. War work made a change of contributors necessary in more than one section: but Dr. Boas has been able to find helpers and servers to fill the gaps, so that as brilliant a team as before has been able to carry forward as efficiently as ever what might be called this " essential service "

Digitized by Google

to English studies. These studies are now so wide and so diverse, so detailed and so specialized, that no man can be sure of his whereabouts without a guide of this nature to take him through the tangled maze.

Up to the date covered there seems to have been little abatement of the steady output of work in the various fields. This is probably because many of the books and papers published in England will have been largely prepared before the war, and America had not yet been seriously affected. It is to be feared that the next volume may show some decrease. Nor has the war much affected these books under review, the greatest loss being that of the subject-index dropped from the 1941 volume, though restored in 1942. This index might with advantage be elaborated.

It would be futile to attempt here a further résumé of what is in itself an admirable résumé of work ranging from Anglo-Saxon studies to those of contemporary writers. Every section has its points of major interest as well as its minutiae, the section of most relevance to the ordinary reader being that devoted to general literary history and criticism. One would like to see this section a great deal larger, for when one compares it with the other sections one begins to ask one's self: What is all the immense and scholarly activity recorded in these pages really about? Is it fulfilling the avowed end of humane studies, which is, one supposes, the profounder understanding of humanity? Are the majority of the writers animated by a passionate desire to discover the truth, or a truth that matters, or are they merely playing some difficult and delightful game? Or, to put it in another way, are too many people engaged in minute analysis—a modicum of this is, of course, essential—and too few in making a synthesis? The question needs to be examined, because on the answer should depend the direction of English studies in the future, and the future structure of English schools in the universities.

BONAMY DOBRÉE.

History

Oxford Pamphlets on World Affairs

No. 67: French Foreign Policy, by D. THOMSON.
No. 69: France, by DOROTHY M. PICKLES.
No. 70: Japan, by Sir GEORGE SANSOM. (6d. net each. Oxford University Press.)

Oxford Pamphlets on Home Affairs

No. H5: Will the War make us Poorer? by M. YOUNG and H. N. BUNBURY. No. H7: British Trade Unions, by MARY AGNES HAMILTON. No. H8: The Churches in Britain, by A. T. P. WILLIAMS, Bishop of Durham. No. H9: Britain's Housing Shortage, by M. BOWLEY. (6d. net each. Oxford University Press.)

The Oxford University Press has rendered an inestimable service in informing public opinion through the *Oxford Pamphlets on World Affairs* and *Oxford Pamphlets on Home Affairs* throughout the war, and although the former have now reached seventy and the latter nine, the standard of interest and enlightenment has been remarkably well maintained. It is in the nature of a series which sets so very high a standard of accuracy, and relies on the expert, that the presentation of facts is not always attractive or marked by literary quality. But in the latest series particular praise is due to Sir George Sansom's *Japan*. Sir George Sansom, who has served in consular and diplomatic posts in Japan for nearly forty years, has set a model in clearness of thought and lucidity of expression, and it is interesting that he does not regard the problem of the re-education of the Japanese people as insoluble. He finds the prospects "not entirely discouraging", provided that we can break the rule of "the small governing class which has determined and executed Japanese policy since the Restoration of 1868" and that Japan "can be ensured a livelihood but denied the power of aggression".

C. D.

Miscellany

School Libraries in Post-war Reconstruction

(1s. 6d.)

This draft report, drawn up by a joint panel of the School Libraries Section of the Library Association and the School Library Association, presents a strong case for the provision in primary schools and the new secondary schools of libraries on lines similar to those recommended for the older type of secondary schools by the report made to the Carnegie United Kingdom Trust in 1936. It is a comprehensive treatment of the many aspects of the subject and includes a chapter on the relation of school libraries to the local education authority and memoranda on the training of school librarians, and on school libraries and the public library service. Particular emphasis is laid on the need for autonomy of the school library and the provision of as wide a range of books in small schools as in large. The report closes with a useful summary of conclusions and recommendations. It can be obtained, price 1s. 7d. post free, from the Hon. Secretary, School Libraries Section, Library Association (Mr. C. H. C. Osborne, Cornwallis House, Cranbrook, Kent), and the Joint Hon. Secretaries, School Library Association (Miss Constance Reid, Headmistress, High School for Girls, Worthing, and Mr. C. A. Stott, Aldenham School, Elstree, Herts.).

Science

Teaching Science in Schools

By J. BROWN. Third Edition. (4s. 6d. net. University of London Press.)

It is nearly twenty years since this book first appeared and it is somewhat saddening to think that it is still well ahead of practice in many schools, though it clearly stands in need of thorough revision and extension. In spite of this it can be read with profit by young teachers of science, especially by those whose work lies in modern schools. Most of the advice given is so simple and practical and based on such sound and well-tried principles that it cannot get out of date even though the suggestions on the content and arrangement of courses could now be improved—chiefly as the result of experience gained since 1926 with the stimulus and encouragement of men like John Brown.

Practical Acoustics and Planning against Noise

By HOPE BAGENAL. (7s. 6d. net. Methuen.)

This is a summary of information on soundproofing, on planning against noise, and on auditorium design. It gives briefly the results of laboratory tests and of new studies in acoustics, and discusses critically the problems of temporary and post-war building. Most of this highly important and interesting material is not to be found in the text-books. Yet it is easy enough to be understood by any young student and practical enough to demonstrate the everyday utility of theoretical physics. Here is a book which should be not only placed in the school library but also carefully consulted by all concerned or likely to be concerned with the rebuilding or re-equipping of a school.

Digitized by Google

THE
COLLEGE OF PRECEPTORS
(Incorporated by Royal Charter, 1849)

BLOOMSBURY SQUARE
LONDON, W.C. 1

MEMBERSHIP

Registered Teachers, and others who have passed an examination satisfactory to the Council, are eligible for membership of the College. Particulars may be obtained from the Secretary.

DIPLOMA EXAMINATIONS

The Examinations of Teachers for the Diplomas of A.C.P. and L.C.P. are held during the Winter Vacations. The Regulations may be obtained from the Secretary.

PROFESSIONAL PRELIMINARY EXAMINATIONS

Preliminary Examinations for intending medical, dental, and pharmaceutical students are held in March, June, September, and December. The Regulations may be obtained from the Secretary.

THE CENTRAL SCHOOL OF SPEECH TRAINING AND DRAMATIC ART
(Incorporated)
ROYAL ALBERT HALL, LONDON, S.W.7

Recognised as an approved course for the Diploma in Dramatic Art of London University.

President:
Right Hon. THE EARL OF LYTTON, K.G.

Principal:
GWYNNETH THURBURN

1. Course of Training for Teachers of Speech and Drama.
2. Course of Training in Speech Therapy.
3. Course of Training for the Stage.

Prospectus on application to the Registrar.

THE BEDFORD FROEBEL TRAINING COLLEGE FOR TEACHERS
14 The Crescent, Bedford

TRAINING COLLEGE FOR TEACHERS AND SCHOOLS

Recognised by the Ministry of Education

Principal: Miss MARGARET SPENCE

Students are prepared for the Examinations of the National Froebel Foundation.

Practice in Primary and Secondary Schools.

Course of Training, three years.

Fees with Residence, £124 to £130.

Fees without Residence, £45 per annum.

For further information respecting Courses, Bursaries, and Residence, apply to the SECRETARY.

POSTS VACANT

CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
APPOINTMENT OF AN ASSISTANT SECRETARY

THE Appointments Committee of the Syndicate will shortly appoint an Assistant Secretary. The person appointed will be expected to give his whole time to the work of the Syndicate, subject to arrangements for holidays which will not exceed two months in the year; but he will be permitted to undertake a limited amount of examining or teaching work at the discretion of the Syndicate.

The appointment will be made in the first instance for a probationary period of two years at a stipend of £600 a year. On confirmation of his appointment, the Assistant Secretary will hold the post during the pleasure of the Syndicate, and the stipend will be at the rate of £650 a year, rising by annual increments of £25 to £750 a year.

The Assistant Secretary will be required to join the Pension Scheme for persons holding office in the University.

Candidates, who must be graduates (preferably with high academical qualifications) and under 35 years of age, should send their applications to the Vice-Chancellor at Emmanuel College before September 15. It is desirable that candidates should have had school-teaching experience and should be capable of dealing with a wide range of school subjects; they are requested to submit particulars of their qualifications, not more than three testimonials, and the names of not more than three referees. Further information can be obtained from the VICE-CHANCELLOR.

The Assistant Secretary will be required to enter upon his duties not later than January 1, 1946.

RESIDENT or Non-resident Graduate Mistress required in September to teach Biology and/or Geography in girls' recognized independent school. Higher school standard. Also Froebel Mistress (resident or non-resident) specializing in Geography. Age group, 10-12 years.

Government superannuation. Salary scale according to age and experience.

Apply: THE HEADMISTRESS, West Bank, Bideford, N. Devon.

THE UNIVERSITY OF LIVERPOOL
APPLICATIONS are invited for the post of Senior Lecturer in the Department of Education. Candidates should possess an Honours Degree in Arts or Science. Knowledge of Educational Theory and Practice is desirable, and much importance will be attached to first-hand experience of teaching in schools. Salary £600 to £800 per annum according to qualifications and experience. Applications accompanied by not more than two recent testimonials and the names of two referees, should be received by the undersigned not later than Monday, August 27, 1945. Duties should commence, if possible, on September 18, 1945. The University will consider applications from candidates in the Forces or engaged upon other national service, even though they have no prospect of early release. Candidates who are overseas may apply by cablegram, giving the names of two referees.

Further particulars can be obtained from the undersigned.

STANLEY DUMBELL,
Registrar.

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE
(UNIVERSITY OF LONDON)
Temporary Address:
c/o University College, Leicester

APPLICATIONS are invited for appointment as ASSISTANT LECTURER and DEMONSTRATOR in the Household Arts Department, as from October, 1945.

Applications, together with copies of three testimonials, should reach the SECRETARY (from whom further details may be obtained) not later than September 8, 1945.

UNIVERSITY OF LEEDS
DIPLOMA IN BIBLICAL STUDIES

THE Course for the Diploma, which extends over two years of part-time study, will begin in October, 1945.

Lectures will be given on compulsory subjects on Tuesdays at 6 p.m. and on optional subjects on Saturdays at 11 a.m. Further particulars may be obtained from the REGISTRAR, The University, Leeds, 2.

COACHING

WOLSEY HALL, OXFORD
(founded in 1894), prepares candidates by correspondence for all exams. leading to London University Degrees; Teaching Diplomas of Oxford, Cambridge, London, and other Universities; A.C.P., L.C.P.; Non-examination Courses on the History and Practice of Education, and other subjects. Students prepared for Matriculation, Leaving Exams., Locals, Professional Prelims, &c. Tutorial Staff of 60 Graduate Teachers. Free Prospectus from C. D. PARKER, M.A., LL.D., Director of Studies, Dept. E., WOLSEY HALL, OXFORD.

UNIVERSITY COLLEGE OF SWANSEA
(A constituent College of the University of Wales)
Beck Hall of Residence for Women Students

Warden: Miss M. K. WILKINSON, M.A.

Fee, 57 guineas per Session of 31 weeks.

College tuition fees, Arts £20 and Science £25 per Session. Prospectuses of the College and Beck Hall may be obtained from the REGISTRAR, University College, Singleton Park, Swansea.

THE INCORPORATED
FROEBEL EDUCATIONAL INSTITUTE
TRAINING COLLEGE FOR TEACHERS,
GROVE HOUSE, ROEHAMPTON LANE, S.W. 15

CHAIRMAN: L. G. MONTEFIORE, O.B.E., M.A.
PRINCIPAL: Miss E. M. JEBB, M.A.

Students are prepared for the Examinations of the National Froebel Foundation.

Prospectus and all particulars as to Scholarships, Bursaries, and Grants from the Ministry of Education, may be obtained from the REGISTRAR.

EDUCATIONAL ADVISORY BUREAU (Associates' Department)
AIM: to utilize the services of part-time Visiting Science Mistresses for independent Schools. Heads of Schools and Teachers should apply for conditions of membership to the Principal. Write Box 891, *The Journal of Education*, Press Road, Neasden, London, N.W. 10.

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE
(UNIVERSITY OF LONDON)
c/o University College, Leicester

DEGREE Course in Household and Social Science; Postgraduate Diploma Course in Dietetics; Sister Tutors' Course; Courses in Institutional and Household Management.

For further information, apply to the SECRETARY, King's College of Household and Social Science, at the above address.

WOMEN'S EMPLOYMENT
will be of INTEREST to YOU
because . . .

- For 45 years it has helped and encouraged girls and women to decide on Careers.
- It tells you where to be trained.
- The Appointments Department finds you posts when you are trained.
- Women's Employment is the leading fortnightly publication on Careers, with articles written by women who head their profession.

HELP YOURSELF by becoming a subscriber TO-DAY.

From 11/- *per annum post free.* 5/6 *half year*

THE WOMEN'S EMPLOYMENT PUBLISHING CO., LTD., Terminal House, London, S.W.1
Bureau liç. L.C.C.

Digitized by Google

JE
op. 2

THE JOURNAL OF EDUCATION

THE LIBRARY OF THE
OCT 1 1945
UNIVERSITY OF ILLINOIS

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 914 SEPTEMBER 1945

Editor: E. SALTER DAVIES, C.B.E., M.A.
Office: 40 WALTON CRESCENT, OXFORD. Tel.: 47947

PRICE 1s. 3D. BY POST 1s. 5D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	425
INTERNATIONAL CO-OPERATION IN EDUCATION. *By Norman Bentwich*	429
THE FUTURE OF THE SECONDARY MODERN SCHOOL. *By G. F. Maw*	430
SOME NOTES ON COUNTY COLLEGES. *By E. Alan Baker*	432
THE CULTURE OF AN ARMY. *By D. J. Davis*	433
MILK FOR BABIES. *By Charles Douie*	436
CORRESPONDENCE *Education Through the Eye; Recruits for Post-war Technical Education; The Teaching of Citizenship; The Late Sir Michael Sadler.*	440
SCOTLAND AND NORTHERN IRELAND	444
EMPIRE AND FOREIGN NEWS *Foreign Languages in Turkey; An Experiment in Communal Meals in New Zealand.*	448
EDUCATIONAL MEETINGS	452
PERSONAL NOTES	456
TOPICS AND EVENTS	458
NEW BOOKS *The Technique of Discussion; Teacher in America; Training for Industry.*	464

NOTES AND COMMENTS

THE war in the East has ended with dramatic suddenness. It was only in our July number that we hailed with profound relief the end of the war in Europe. We and the other nations of the world have now to turn from the tasks of war to those of peace. We seemed to note in the celebration of VJ-Day a mood more solemn and less exuberant than that of VE-Day. Our deep thankfulness for our salvation from the dread perils which threatened us was tempered by awe at the discovery of the atomic bomb, with its fateful possibilities for good and for evil. His Majesty the King has called us to a rededication of ourselves to the great work of reconstructing a shattered world and of assuring peace not in our time only but for all time: "Let us take up our work again, resolved as a people to do nothing unworthy of those who died for us and to make the world such a world as they would have desired, for their children and for ours". These words are in tune with those spoken by Abraham Lincoln at the dedication of a portion of the battlefield of Gettysburg "as a final resting-place for those that gave their lives that a nation might live": "In a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced".

The Tasks of Peace

IN the work of reconstruction educationists have a great part to play. With the advent of the new Ministry we do not expect any great changes of policy. Apart from the ever-present problem of finance the two most urgent needs in order of priority are teachers and buildings. Unless these can be handled speedily and successfully we cannot hope for an alleviation of what is the greatest hindrance to educational progress—the unwieldy size of the classes in the schools, particularly the newer types of secondary school. We are glad to know that there has been a considerable response to the Ministry's appeal for new recruits, especially, though by no means exclusively, from men and women in the Forces. The fears expressed in some quarters that the advent of large numbers of partially trained teachers must lead to a wholesale lowering of educational standards are not without some solid basis, but we think that they are often exaggerated. In our July number we referred to the difficulty that young men and young women who enter the teaching

Educational Reconstruction

Digitized by Google

profession straight from the training college find in escaping from the traditional school atmosphere, and the real refreshment that those who have served in the Forces, or in other forms of national service, whether they have previously been teachers or not, can bring into the schools.

The New Order

OUR chief anxiety is at the comparatively slow progress that has been made—perhaps inevitable in the circumstances—in the opening of the new emergency colleges. The question of buildings, though of great importance, in our view takes a second place in urgency. It should be possible to bring into use a considerable number of temporary buildings which should serve their purpose reasonably well. Great care, however, must be taken to prevent the erection of such buildings from interfering with the availability of sites which will be required for permanent buildings. It would be deeply disappointing if the date for the raising of the school-leaving age had again to be postponed, but we feel that even such delay would be preferable to the deplorable results which would be bound to occur if, when the age is raised, the older pupils were to continue to be taught under the old conditions in classes the size of which made effective work impossible. We feel sure that we are justified in our expectation that the new Ministry, under the forceful leadership of Miss Wilkinson and Mr. Arthur Jenkins, will face these and their other tasks with a resolute determination that the provisions of the Education Act shall be implemented to the fullest possible extent and in the shortest possible space of time.

Educational Research

THIS expectation is reinforced by *Administrative Memorandum* No. 85 which the Ministry have just issued on a National Foundation for Educational Research. We have repeatedly called attention to the extraordinary parsimony which has hitherto been exercised both by the central and local governments in regard to the most important matter of educational research. In March, 1943, referring to the recently established Advisory Council for Educational Research, we reminded our readers that the Education Act of 1921 permitted higher education authorities to aid institutions, teachers and students in the promotion of educational research, and we suggested that both the Board of Education and the local education authorities are open to reproach for allowing this legislative provision to remain so largely inoperative. We referred to the immense benefits which have been conferred on industry by scientific research and expressed the opinion that expenditure on educational research would prove equally beneficial.

A National Foundation

THE Ministry's Memorandum says that proposals have recently been received by local education authorities from the Foundation for Educational Research for the formation of a National Foundation for Educational Research in England and Wales. This National Foundation would be a national body based on the co-operation of local education authorities, universities, national associations of teachers, and such other bodies concerned with education as the Council of the Foundation may approve, with the support of the Ministry of Education. The Minister hopes that authorities will adopt the suggestion that local education authorities should subscribe, as corporate members to the funds of the National Foundation, an annual sum calculated on the basis of ½d. per pupil between 2 and 18 years of age on the rolls of the authority's schools or colleges providing full or part-time education. Their expenditure in paying subscriptions to the Foundation will be eligible for recognition for grant under Grant Regulations No. 1.

A Plea for Understanding

AN important letter from the Headmaster of Aldenham appeared in *The Times Educational Supplement* for July 14. In it he wrote that the secondary schools felt themselves "misunderstood, deserted and unfriended by administration, central and local, and almost completely so by the educational press". He went on to plead for "the kind of understanding that may lead to a real unity of those engaged in education". We have a good deal of sympathy for the substance of Mr. Riding's complaints. In their desire to do justice to the new secondary schools, hitherto so sadly underprivileged, the Ministry, some local authorities, and some sections of the education press have shown too little regard for the special needs of the grammar schools, and too little recognition of the remarkable achievements and standards built up by the secondary system of the past forty years. But the grammar schools are in part responsible for their sense of isolation. They have too often seemed to value most highly those prerogatives such as the retention of fees, which carried with them implications of social superiority, instead of welcoming as their distinctive and supremely important function the education of boys and girls of superior academic ability, selected without consideration of irrelevancies such as parental income. We have repeatedly made it clear that we believe this to be their proper function, and it implies clearer recognition by the Ministry, the local authorities, and other sections of the teaching profession of their special staffing needs.

Needless Distinctions

THE grammar schools are suffering from the divisions within their own ranks, as well as from the unfortunate divisions within the teaching profession as a whole. The direct-grant schools have elevated what should be simply an administrative distinction into a principle upon the retention of which depends (so they would seem to allege) the preservation of all they value most in the education they provide. By implication, if not by intention, their arguments have inevitably suggested the inferiority of the maintained grammar schools, which now include very many of ancient and more recent foundation whose repute and academic standing are superior to those of many direct-grant and independent schools. We have criticized, and shall continue to criticize, the unfortunate distinctions between direct-grant and maintained schools which

Digitized by Google

the Ministry has drawn in its administrative regulations and which have given rise to understandable resentment. We have never concealed our regret that fees were not abolished in direct-grant schools. We hope most earnestly that one of the first acts of the new Minister will be to get rid of these needless and unjustifiable distinctions—it would be a social and educational disaster if the Ministry seemed to give its sanction to the view that the independent and direct-grant schools were alone the true inheritors of the functions and privileges of secondary education in the sense in which the term has been used in the past.

The Maintained Grammar School

WE suggest to Mr. Riding that it is the maintained grammar schools which may with much justification feel themselves " misunderstood, deserted and unfriended ". They are between the upper and the nether millstones —they can find effective support for their special needs neither from the largest organized body of teachers nor from such influence as the Headmasters' Conference exercises on behalf of its members. There is a grave danger that the sectional interests of teachers and mistaken views of prestige may dominate the planning of education, rather than an objective view of the varied needs of the children. The grammar schools must recognize that the first and most difficult task facing the Ministry and the local authorities is to achieve parity of conditions for the new secondary schools. The Ministry and the local authorities must on their part dispel the fallacy that parity of conditions implies identity of needs and functions, and the fear that parity is in practice most likely to be achieved by a fatally easy lowering of the standards of freedom and conditions of service in the maintained grammar schools. Parity of conditions is a means to an end ; the end is equality of educational opportunity. But equality of opportunity will be further from realization if the maintained grammar schools, through which alone the majority of able children can reach the universities and the professions, are less able than at present to compete on equal terms with the direct-grant and independent schools, above all for teachers of high academic attainments on whose quality depend the futures of their pupils.

Mill Hill Again

ALL this has an important bearing on any schemes for associating the independent schools with the national system of education. When we praised the Mill Hill scheme we were not unaware of its dangers, and we should, perhaps, have suspended judgment until the position of the maintained grammar schools became clearer. Middlesex is prepared to pay £50 a year for the tuition of boys whom it sends to Mill Hill, and up to £110 on boarding fees. Is it prepared to spend as much on the tuition of boys in its own grammar schools ? Will it meet the boarding fees only of boys in genuine *need* of a boarding-school education, and certainly not to subvent the aspirations of parents who regard a public school with high fees as inevitably superior to county grammar schools in which fees have been abolished ? Does Middlesex, in short, really regard its own grammar schools as equal in status and (apart from the boarding principle) similar in function ? Unless and until the answers are in the affirmative, we cannot but sympathize with those—and they are many—who fear that any scheme such as this, or as the Fleming Report envisaged, is premature and would deal a disastrous blow to the maintained grammar schools. It may well be wisest to postpone any further schemes of this nature until the national system of education, and the position of the grammar schools within it, have been well and truly established under the new Act. As we have said before, the Ministry and the local authorities must at all costs avoid giving the impression that they regard the independent or direct-grant schools as an upper hierarchy among grammar schools. The first duty of local authorities is to show their faith and pride in the grammar schools for which they are responsible by taking every possible step to ensure and enhance their standing and efficiency.

Schoolmastering as a Profession

A QUARTER of an hour's talk in the Home Service B.B.C. programme on June 5 contained the essence of twenty-five years' experience offered for any one considering " Shall I become a schoolmaster ? " The Headmaster of Bedford School left his hearers with the advice not to, " unless you're keener on giving than getting " ; earlier he had claimed that " schoolmastering " is a " worth-while " profession. The cynical listener might have observed that despite " the efforts of the Burnham Committee " the intending teacher is even now likely to get only " enough to live on ". But, luckily, it is the cynic who must somehow be prevented from entering the profession and causing sabotage in the minds of the children entrusted to him. It is possible to argue that a schoolmaster's pay is worth in reality more than the higher nominal figures earned in many professions, because there convention and competition require a higher outlay on " expenses " both obvious and indirect. Or again, that the professional man whose own revenue is variable is both envious of the steady income of the teacher or civil servant and appalled at the lack of common or business sense whereby often the schoolmaster lives up to his income and, once bad luck occurs, is committed to more than he foresaw and blames any one and anything but himself. He also distrusts the schoolmaster's claim for long holidays and points out that these must add considerably to his costs of living.

Public Opinion

IS it possible to trace effect and cause in the reluctance of public opinion to believe that teachers are inadequately rewarded, and an underlying conviction that they must be either lazy or incompetent ? For it is becoming clear that the general function of schools is not to teach useful " subjects " so much as to provide a satisfying scope for the activity of children which formerly was taken up in agriculture and home industries. If teachers are to have twelve weeks " off " out of fifty-two, they are thought not to be working full time in

Digitized by Google

their communal function of utilizing the children's energy. Alternatively, if their job saps their vitality so much that long holidays are necessary for recovery, their traditional ideas and the system under which they work must be ill adapted for the purpose and ought to be changed. It cannot be too often repeated that the vitality of teachers is destroyed most by the psychological pressure of large classes. No one is entitled to criticize or disparage teachers who has not experienced the cumulative effect of this on the nervous system, and understood how they must inevitably protect themselves by an evolution of attitudes and even mannerisms which are too often the object of unkind amusement. No single reform in education could do so much to alter everything for the better in schools as the reduction in size of classes.

Giving and Getting

TEACHERS, as this broadcast insisted, need to renew their spiritual man every day by pursuing at least one interest of their own away from children, and perhaps, ideally, away from personalities of any age. It is here that work with the hands in gardening or carpentry or any sort of craft or creative work can provide the perpetual refreshing of the mind which is needed to prevent the children "getting one down" and using up the reserves of nervous strength often needed in a crisis for their good. The best teachers are the most sensitive in mind and soul, and these are necessarily the most easily damaged by bad conditions either of work or domestic background. Yet not less dangerous than the cynic is the over-sensitive who develops into the neurotic or hypochondriac. The Headmaster of Bedford said truly that boys need a man to look up to. The attitude of unselfcentred giving or total devotion is here again salvation; when this is present, considerations of salary and holidays will sink to their proper level. A successful schoolmaster must be a happy man, and this is the secret of happiness. Would it not be a wiser way, and one more likely to attract the right men in the right numbers, to ask for recruits to the profession who are prepared to be givers and not getters only? People who have seen the British service man abroad will assure us that he commonly has the next most important qualification mentioned, "being fond of children". But there is unfortunately a great difference between liking children when they amuse us and loving them when they need it.

The Danger of Routine

A POINT the broadcaster did not mention is one which may be influencing service men against the profession, to judge from the influence it is said to have had on service votes in the recent election. Since V-E day the service man longs for home and family, and this means in his mind a freedom from service routine. Does he think of schools primarily as places of school routine? The service variety is uncongenial to most Englishmen when the immediate danger is passed which made it reasonable in anticipation. Otherwise much of it appears to be a waste of time and a means of frustrating vitality. Heads of schools might ponder whether their routines are open to criticism in this respect. Perhaps in schools the connexion as well as the difference between discipline and routine needs clear-minded review. Discipline is essentially the constitution of a school as a society, determining who is to do what, when, and where, for the same unifying purpose as the discipline of an army. Routine is congenial to the minds of children who like to know where they are and get confidence by the same process or method being repeated, but it is a fallacy to assume that different generations or units of children will be suited by the same routine, as has so often seemed to be the assumption of the services.

Unhappy Memories

ANOTHER point which may well affect the recruiting of schoolmasters is comprehended only in part by those who talk of raising the status of teachers and think of doing it by money values. Compulsory schooling has had but a short history as things go to establish a sound tradition. A generation that had to be stopped by law from ill-treating and exploiting children in factories was not likely to be succeeded by one which was uniformly good at handling them in the schools, where neither they nor their parents were at heart entirely pleased for them to be. Even now it is remarkable how many people there are who will confess to extremely unhappy memories of school, and are gratefully surprised if the teachers of their own children are human and approachable. This attitude is confirmed by the reading of biographies and autobiographies which refer to school days at least a generation ago. Autobiographers are more liable to write, and their writings are more likely to be published, if their early days are rendered interesting in retrospect by inhuman oddities supposed to have accumulated in the schools then. If a single schoolmaster is remembered with gratitude, it is usually as a striking exception. These books are evidently much read by users of the public libraries which provide their chief market, and probably have a considerable effect. It is all the more necessary for the teachers of the present day to destroy the legend by their own attitude.

Youth Service Again

ONE of the most recent publications of the Ministry of Education—*The Purpose and Content of Youth Service*—is the second report of the Youth Advisory Council which sits under the chairmanship of Mr. J. F. Wolfenden. It must be read as a sequel to the first report issued in 1943, wherein the Council reviewed the conditions—physical, social, and educational—in which Youth Service had been established, and the difficulties it was meeting, concluding with eighteen sensible and practical recommendations. In the interval between publication of the reports considerable progress has been made, but there has not been sufficient change or development to justify another detailed review; and, unfortunately, there is little to report about the effect of the recommendations, except that the Ministers of Education and Labour have set up a new advisory committee to consider the best way of administering Choice of Employment. The Council

Digitized by Google

set out this time to answer two questions—" What is the aim of Youth Service ? " and " How is it to be achieved ? " It was an undoubted disadvantage that the Government gave the Council no indication of their intentions either in regard to the pre-service organizations or the introduction of compulsory National Service. The Government's plans for the latter may have far-reaching effects on Youth Service and it is most important that a qualified and authoritative body such as the Youth Advisory Council should be asked to examine the problems which may arise, in good time for their opinions to be known to the Government before vital decisions are made. In these circumstances, the Foreword states, it was decided to make this second report " more theoretical and speculative " than the first. The principal lines of current thought, together with some useful practical suggestions, have been embodied in this document, which will appeal primarily to those already working in the field of Youth Service.

What of the Future ?

THE Council " recognize and indeed assert " that the Youth Service is a part of the education service of the country. The effect of the longer, more varied, and more individually appropriate school life which should result from the Education Act, 1944, will be shown in a more varied demand for leisure provision to meet a wider range of interests, and at the same time for " provision of a higher and higher quality." At the time when this demand first manifests itself County Colleges will be developing, and young people who have left school will be joining in communal activity and study for a fixed period of each week, or in a residential period or periods amounting to two months in the year. What will the impact of continued education be on the Youth Service ? How can the two be woven into a harmonious pattern ? " We do not believe that this provision should attempt to cover the whole period of leisure time youth activity ", says the report, and, apart from remarking on the physical provisions which the Colleges will make available, leaves the problem to " new and experimental thinking " as the consequences become clear. Will that not be too late, and should not the Council have dealt rather more fully with a problem which looms so large in the vision of those looking ahead in Youth Service ? County Colleges must be established three years after the school-leaving age has been raised to fifteen, and that is not likely to be later than April 1, 1947. Four years is a very short space of time in the development of the education service, and consideration of this problem should begin now. Brief reference is made in two or three places in the report to the influence of family, church, and friends on the growing personality, and once or twice the individual who follows his own line of development is also mentioned. Is there not a danger that the Council, and indeed many engaged in Youth Service, think too much in terms of organizations and forget that the successful organization by its very success may be building at the expense of the individual and the family ? There are numerous causes for the breakdown of family life at the present time. It would be a pity if the Youth Service was held to be a contributory one.

Scholar or Administrator

" IN many instances it now appears that managerial ability rather than educational leadership is the chief consideration in the selection of academic presidents. At any rate, there is ample evidence that the college and university executive has become an efficient enterpriser. From force of long tradition and practice he must be constantly on the look-out for great benefactions ; to-day, to satisfy his professors or to secure what is commonly known as recognition, he must also peddle small jobs to the foundations or to industry." So wrote the late Dr. Walter A. Jessup, President of the Carnegie Corporation of New York.* In a book reviewed elsewhere in this number, Professor Jacques Barzun writes that the President's " task is to ' handle ' the Trustees, the public, and the money. He makes speeches and contacts, and signs diplomas. If after his term of office he has secured for the college a new gymnasium or library, he is held in as high esteem as if he had contributed an idea or an atmosphere ". The difficulties inherent in the size of universities in the United States create particular problems which the United Kingdom, the Dominions, and Western Europe have not yet had to face. For example, the University of Chicago has an income of $31,000,000 a year, and the President inevitably must have many preoccupations which do not assail the Head of an Oxford College. But the problem exists already in this country, as readers of the Note and Comment " Time to Think " in *The Journal* in December, 1944, will be aware.

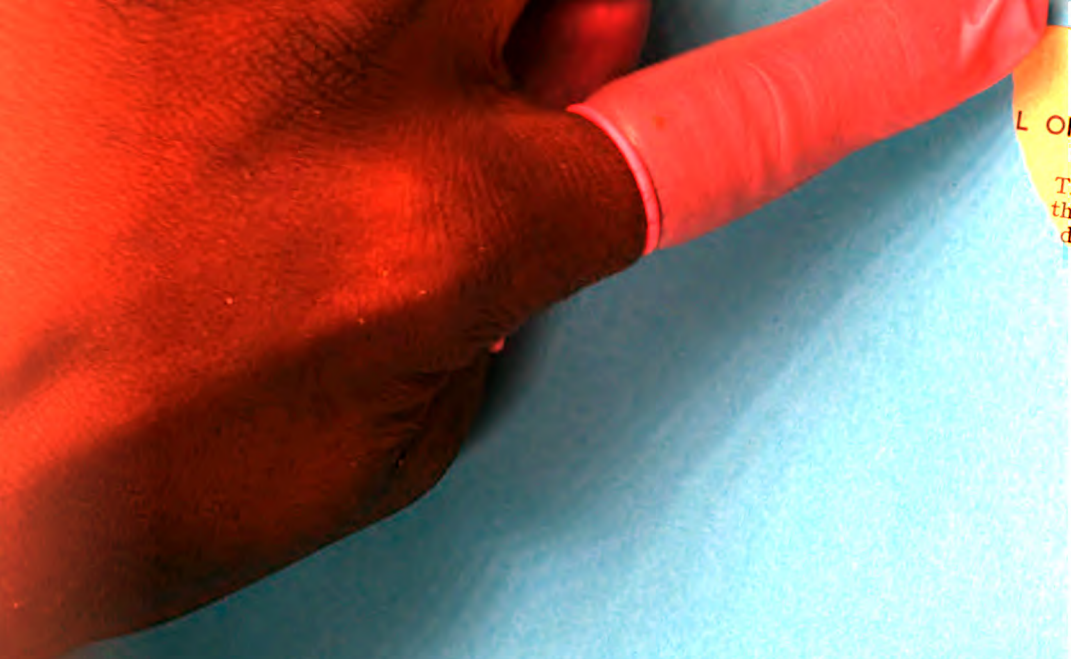
* Quoted in *Transatlantic*, June, 1945, page 27.

INTERNATIONAL CO-OPERATION IN EDUCATION

By NORMAN BENTWICH, M.C., O.B.E., LL.D., Professor of International Relations, Jerusalem University

AT San Francisco a declaration was adopted in favour of convening a United Nations Conference which should establish an organization in the field of education and culture. That is an outcome of the recommendation of the meeting of the Allied Ministers of Education, which has been working in England during the years of the war. An immediate step has been taken to convene the conference in London next November, and the proposals for the organization have been submitted to the governments. The main purposes of the organization are stated broadly as :—(1) to develop mutual understanding and appreciation of the life and culture, the arts, the humanities, and the sciences of the peoples of the world, as a basis for effective international organization and world peace, and (2) to cooperate in extending and making available to all peoples, for the service of common human needs, the world's

Digitized by Google



The Conference will consist of representatives of all the United Nations and other states which may dhere to it. Each government should appoint five resentatives; and one of the principal questions ssue—to be submitted to the Conference in ber—is the method of appointment. It is hat non-governmental bodies and interests consulted; but the extent to which they ipate is not agreed. One proposal is t of the five members of the delegation d in accord with a national co-operating d that commission should be advisory delegation and the government. lows the general lines of election to the annual Labour Conference h was composed of members of rkers, and the employers. An is for consultation only of the national co-operating

more fully the non-govern- he appointment, the more elegation. The Conference, equal voice, will determine ıe programme. It will a two-thirds majority ional and cultural pro- Board will consist of among the delegates, ty of including persons ıcation, the arts, the and bearing in mind priority is prescribed cretariat will consist l by the Executive .ce, who will appoint pted by the director- ter of the director- re an international person of the calibre ıe educational and ited Nations may n the educational rial field.

:HOOL

ed Central

edures; the still clumsily t to acquire me. best senior curriculum ıe modern ased age- he longer be wiser which has es rather life. is take all ıdemic test, education for or industry or ted later for are concerned ild of no out-

Digitized by Google

standing abilities and aptitudes, an objective described by the White Paper as " a general education for life ".

In planning their curriculum the senior schools have taken into consideration these main facts :

1. Their pupils are not a selected group ; they have a wide spread of ability : hence the schools have developed a variety of teaching methods adapted to the children's abilities.

2. Their work is not directed to an external examination ; hence they have been free to experiment, and their curriculum and teaching methods have been self-determined in the light of their pupils' personal and social needs.

3. For many of the pupils their future occupations may be mechanical and repetitive with little scope for skill, initiative, and creative ability. To counteract the dullness of routine and to enlarge the mental and spiritual horizon of potential machine-minders the schools have given training in the wise use of leisure through arts, crafts, and hobbies, music, drama, literature, homecrafts, gardening, and sport.

4. Many of the children come from homes of limited culture ; therefore every opportunity has been taken to enrich the child's present home background by means as varied as the planning and cooking of balanced meals and visits to theatres and concerts. They have been more directly trained in home-making, in home-economy, the choice of furniture, furnishings, and decorations, through their arithmetic, gardening, science, and arts and crafts courses.

5. The schools have recognized the claims of the community on their pupils as future citizens ; preparation for citizenship has been woven into all the school's life from its informal social events, games, assemblies, and meetings, to the more formal aspects taught in history, geography, and civics lessons.

6. Finally, the schools have seen their pupils as citizens, not only of a temporal but also of a spiritual world. They have tried to acquaint them with a standard of spiritual and moral values through their religious instruction ; while literature and drama have been used to give them an insight into human motives and ideals.

This is the type of education the modern schools may take over and vastly develop. In establishing their objectives and methods since the Hadow reorganization, senior schools have made a first-class contribution to educational practice by providing a non-academic education to serve the present and future personal and social needs of pupils who will form the majority of the population. These children may never become the nation's leaders in thought and action, but they need not therefore become a race of automata or sub-men merely serving the material needs of an increasingingly mechanized civilization. " The poorest he that is in England hath a life to live as the richest." As a nation we are committed to the democratic way of life, which implies a sharing of the responsibilities and benefits of community living ; and one purpose of education in a democratic society is to make possible a fuller life for all by raising the level of culture in which all may share. Moreover, it is open to a democratic society, through its education, to change the whole basis and structure of its civilization and mode of life.

Senior schools have not been able to confine their attention to a restricted class whose future lies in the professional, administrative, and higher technical occupations. Their curriculum has been general in the sense that it has had no vocational bias, even though it has used practical methods and practical subjects which are the basis of well-known occupations. And, while in planning their courses they have taken into consideration the main economic activities of the neighbourhood—agriculture, industry, commerce, transport, and sea-faring—nevertheless they have lacked what Sir Fred Clarke calls an ' exit ramp ', by which we understand a precise aim and procedure comparable to those of grammar and technical schools, by means of which pupils pass on equipped for certain clearly-recognized spheres of economic and social life.

If this lack is to be remedied the purpose of modern schools, expressed in the White Paper phrase—" a general education for life "—must be enlarged. It has no particular virtue and meaning. It has been taken as the aim of senior schools simply as the minimum attainable in a three-year course for pupils aged 11 to 14 rather than as a basic principle of adolescent education. The raising of the compulsory school attendance age will not only allow for the expansion of the senior-school curriculum, and for its increased effectiveness due to the time factor, but the pupil's maturing mind and widening social experience will be powerful natural factors in relating his work to neighbourhood occupations, and in developing cultural and social studies whose full benefit cannot be reaped by children of 14. Continued attendance at county colleges will also mainly affect modern school pupils and the modern schools will be able to plan their course knowing that it is not the end of their pupils' formal education.

Two lines of advance are clearly open to the modern school ; the first is the introduction of vocational training, and the second the continuation and extension of humanistic studies.

Hitherto selected pupils from senior schools have been admitted to two-year or three-year technical courses at the age of 13 or 14. If the modern school is to remedy the most obvious deficiency of the senior school, all its pupils from the age of 14 should take a course similar to those in junior technical, commercial, art and craft schools with the exception of those in engineering, building, and the heavy industries. In this scheme the modern school would be a senior school with a ' technical top ' ; the curriculum would provide a common course in the humanities, and various alternative courses dealing with the vocational aspects of the arts, crafts, and sciences begun in the first three years.

The curriculum of the whole school, extending over five years, would gain in precision and purpose when the subjects of the first three years' general education could be continued and developed in the ' technical top '. The lessons in mathematics, science, mechanical drawing, woodwork and metalwork, art, needlework and domestic science would acquire a different meaning for teacher and taught when it was realized that they would lead to vocational courses in the final two years. And the vocational training of the third and fourth years would provide the ' exit ramp ' into industry and commerce that has been lacking from the senior-school curriculum of general education.

A special reference may be made to rural education. Some junior technical schools within reach of country districts have provided a farming course as a parallel to the usual technical, commercial, and art courses. The provision of rural modern schools with adequate buildings and equipment will make possible a worthwhile education related to country pursuits and interests, with farming as the core of a curriculum uniting and vitalizing such apparently diverse and

Digitized by Google

unrelated subjects as literature, history, geography, mathematics, biology, home-making, hygiene, engineering, care of stock, and repair of implements. The Danes have shown us how this combination of cultural and vocational education can be accomplished, and in the achievements of their Folk High Schools we see how far short we have fallen, not of an ideal, but of a reasonably attainable standard of democratic education.

We have stated that the curriculum of the whole school would tend to an increase in purpose by the introduction of vocational training; the educational argument may be supported by personal and social considerations. One of the individual's prime responsibilities to society is to maintain himself economically; conversely, society owes it to him that he shall be trained for his life-work. Choice of employment by trial and error, with its consequent social and economic misfits, is as harmful to the nation as it is to the individual; and it is self-evident that a nation living by its industries and exports and trying to increase its food production needs trained workers.

The second line of advance is the continuation and expansion of cultural and humanistic studies which will enrich the pupil's personal life by giving him worth-while interests and points of contact with the lives of his fellow-citizens, and enable him to adjust himself to community life and to take part in its affairs as a responsible citizen. We are concerned that these subjects begun in the senior school shall be continued throughout the period when the pupil is enlarging his social experience and is seeking critically for standards of value in the ordering of his personal and social life.

One of the tragedies of elementary education is the fact that pupils leave school at the age of 14 when there has barely been time for the flowering and fruition of all the earlier growth that has been reaching upward from the first days of the primary school; and without this natural mellowing the earlier growth has been in vain. An education cut off and wilted at this stage is almost useless and does not even leave a fragrant memory of its former existence.

Literature and drama, music, history, geography, and civics are among the subjects which may be continued in the modern school, and may be expected to have increased value either because they enrich individual life or because they explain some aspect of social life. There is a good chance that the modern school may take the pupil's casual contacts with the community, illuminate and extend them through history, geography, and civics, and give an insight into human ideals, motives, and problems through literature and drama, which will become a means of understanding and interpreting life rather than an avenue of escape from its problems.

In general there should be an opportunity in these extra years to turn away from the study of subjects as the media of elementary skills and disciplines, and to see through them to the natural, social, and spiritual environment of which they are abstracts.

Here, then, is a type of education that cannot properly be assimilated to the work of grammar and technical schools; the need is distinctive and cannot be met by suggestions that modern school pupils should take the School Certificate examination or that they should receive a 'general' education. It cannot be too strongly urged that, if modern school education is to meet a real national need, and if modern schools are to exist on some degree of equality of status and purpose with grammar and technical schools, the curriculum must have a direct bearing on the future occupations of the pupils and on their cultural and social development. This must be the recognized task of modern schools, and they must be capable of producing, in their respective spheres, results of the same order as those of grammar and technical schools.

SOME NOTES ON COUNTY COLLEGES

(Based on a lecture at St. Christopher School, Letchworth, July, 1944)

By E. ALAN BAKER, Assistant at the National Central Library

THE Education Act, 1944, provides for compulsory part-time education of the 16–18 age group for two half days or one whole day in each of 44 weeks in the year; or, where the authority is convinced that continuous attendance would be more suitable, for one continuous period of eight weeks or two periods of four weeks in each year. The benefits of this provision will be considerable, for no longer will children suddenly be placed in a new *milieu* cut adrift from educational influences (in 1938–9 of 2,000,000 young persons in employment, only 41,539 were given time off during working hours in order that they could continue their education), and the ancillary services will be continued until the age of 18.

It is salutary to remember that the Fisher Act gave local authorities power to institute compulsory part-time schooling for the 14–16 age group, and that only six authorities (including the London County Council) actually started schemes, of which only one—the Rugby Day Continuation School—is still in existence. The history of this school is described most enthusiastically by the Principal, Mr. P. I. Kitchen, in his book *From Learning to Earning: Birth and Growth of a Young People's College* (Faber & Faber, 1944). The two main reasons for the failure of the majority of the schemes were the financial difficulties arising from the post-war slump and the lack of enthusiasm on the part of many parents and employers. This time we must realize that the provision of the Act can work only with the positive good will of all concerned and the desire that the County Colleges shall become an integral part of our educational system in order that we may provide young people, with the mental and physical equipment to enable them to develop their talents and obtain the most from life.

The use and appreciation of the English language, citizenship and the art of living in a community, and physical training will form a large part of the curriculum, which must be broad enough to meet the need of pupils who have little leaning towards academic studies and those who wish to continue them by working for a National Certificate or degree. We must be wary of academic snobbery, and remember that many a pupil will be better engaged as a craftsman, happy in the product of his own creative skill, instead of becoming a clerk in some 'black-coated' occupation.

Though the County Colleges are not to be established in order to provide vocational training, the curriculum should link up with the pupil's everyday

Digitized by Google

occupation, *e.g.* those engaged in commerce should attend classes in economics and the distribution of trade; those in engineering should be provided with instruction in physics and chemistry. It is interesting to note that Rugby started off with an idealistic curriculum and the pupils soon demanded more solid food. (Kitchen p, 46.)

The provision of staff is a difficult but by no means insurmountable problem. An important point to remember is that we are no longer dealing with school-children but young wage-earners so that the school atmosphere and normal methods of discipline would be out of place. The experience of the Armed and Civil Defence Services can probably be of help to us, as their members are constantly attending intensive courses in order to keep informed of developments and new techniques. During the demobilization period many thousands of first-class instructors, who have more than a grasp of the practice of teaching, will be available; many will wish to be actively engaged in the work of reconstruction, and surely the staffing of County Colleges will give them an excellent opportunity of using their talent in a constructive manner.

Extra-curricular activities should play a most important part in the work of a County College; it is essential that a canteen should be open not only in daytime, but also during the evenings; the College must become a place, not where people are forced to go, but where they wish to go. Facilities should be available for athletics, concerts, discussion groups, play-reading and dramatic clubs, and handicraft classes. As far as possible these voluntary associations should be conducted by properly-constituted student committees, for this experience in self-government will give the pupil an understanding of the workings of a democratic community, and above all make him or her feel a member of the community.

A member of the staff should be trained to act as a vocational-guidance expert (an employment bureau could be attached to the larger establishments), so as to place people in work most suited to them, and to avoid as far as possible 'blind-alley' occupations.

Mention has already been made of the place of English in the curriculum; during attendance at the County College (if not before), arrangements should be made with the local librarian for a conducted visit to the public library; and every college should have a well-stocked library and reading room. After a lapse of time (perhaps not so considerable as some people think) there will be greater demands on the library and adult education services, and we must ensure that these services are able to supply the augmented requirements. During this war we have seen how much has been done by C.E.M.A. in providing art and music for the community; it would be a fairly simple matter to organize a loan system of gramophone records for use in County Colleges and community centres, and for the work of C.E.M.A. (now the Arts Council) to continue and to be augmented.

All this seems idealistic and obviously cannot be put into full operation for some years; the physical process of providing premises is a gigantic task. The school of thought which feels that no start should be made until new buildings are ready is, I feel, mistaken. We must start as soon as possible in a small way (part of our native genius is our ability to improvise), the nation is now conscious that a drastic change in our educational system is needed, and we should start before apathy sets in.

The Ministry of Education in a pamphlet entitled *Community Centres* (H.M.S.O. 1944) states: "To-day hosts of men and women earn their living by doing monotonous, repetitive work which demands relatively little skill and contributes hardly at all to the workers' all-round development as a human personality. If this is to be achieved, it must be in leisure time, and we are of the opinion that the provision of communal facilities for the rational and enjoyable use of leisure, where ever they may be needed, is a necessary part of the country's educational provision". The report regards community centres as mainly adult organizations but does debate the question of providing facilities for the 14–18 age group. "We believe that insulation not isolation is the answer to the problem. By this we mean that, while Youth activities proper should find a place in community centres, they should in general be kept separate from the adult activities in time and space". The best answer is that in future planning, wherever possible, the County College, community centre, and public library should be in adjacent buildings and form the recreational and cultural centre of the town.

If the provisions of the Act are wisely administered by persons who realize the tremendous possibilities of the wide aspects of County Colleges, we shall have made a considerable advance towards building a nation of citizens who will be able to think for themselves and to some extent be immune from the evils of propaganda. People will be able to make richer use of their leisure and be encouraged to make their own amusements, and will no longer be "leaning towards life but only half alive".

THE CULTURE OF AN ARMY

By D. J. DAVIS, VIIIth Army, formerly Master of St. Philip's Grammar School, Edgbaston, Birmingham

THE soldier who arrives in Italy in the favourable circumstances of exemption from immediate anxiety must feel that he has reached a land of particular interest. Even the dullest and least well-informed must regard Italy as an exciting land. Some soldiers landed there under a particular excitement, knowing that in spite of the hardships and terrors of war and the sufferings of the civilian population, they had come to one of the great source homes of their own way of living, They thought that they might follow a campaign from the Grecian, the Byzantine, and the Arab South, in the sun and fruits, and the parched farms, northward by the packed beauties of the Bay of Naples, through the city of Rome and its treasures, to Florence with its humanistic wonders and so to Milan and Venice, and the riches of the Lombard plain. That they should pass through, or linger in, some of the places seemed probable, and they felt that we might take profit from our enforced sojourn in a foreign land. They thought that, though the forces which were holding them from home were drastic and cruel, and though they were near the limits of their healthy stay away from home, they would return in some ways enriched by this land of beauty, vivacity, and application.

Digitized by Google

I have so far spoken of a very small section of the British armies, for, in order to appreciate Italy, a larger variety of knowledge and a range of sensibilities are required different from those necessary for a fully-adapted existence in the countries of Western Europe and America. Few of us have these requisites. Few indeed of the experts on Italian matters have them, or our policy towards Italy in the past would have greatly differed because of them. To understand Italy one needs not only the public-school quota of Greek and Roman literature and art, and the historical and aesthetic education that the rich alone can obtain at first hand of the Renaissance and its consequences, but one needs also the modern man's interest in politics and in such movements as the Risorgimento and the rise of Fascism, together with the knowledge of the mode of industrial and agricultural life where the utmost economy and ingenuity permit only the most meagre standard of life. It entails a feeling for the southern landscape, a love of the outdoor, misty scenes, the sun, and the whole complexion of circumstances that make up the vineyard, the olive garden, and the wheat-field. How few of us confidently possess even a few of these extensive qualities! It is easier to be a French or German connoisseur. It is like remaking oneself a full Italian national. Thus we arrived in Italy pitifully underequipped.

How did those to whom Italy was little more than a name respond, for with their condition I am particularly concerned?

Our armies have been in Italy a very long time indeed—long enough for men to feel at ease. They have faced the Italian scene with curiosity, often with surprise, and frankly in disillusionment. In general they have obtained but little appreciation of Italian life. This is possibly due to meeting the Italian people in unfavourable circumstances when their way of life has been reduced in richness and mobility by war and its ways. Moreover many of the movable works of art are hidden, but the pictorial art of Italy is not essential to a real understanding. The stresses and anxieties of the battlefield have periodically made the soldier less receptive, but by far the major portion of the forces have been in action only during the minor portion of the time, and periods of rest with a reasonable amount of mobile leave have been long. The Italian people themselves have been generous in their aid to us, and we have not had the peace-time disadvantages of cringing beggars or the leech-like attention of the pestiferous guides. Moreover, the army authorities, through the information they have given in their service newspapers, their information centres, and their education staff, together with their free grant of transport for cultural purposes, have not been to blame. Their generosity has been distinguished.

The fact that we have not fully comprehended Italy lies with ourselves. Our educational system in England no longer fits us to understand Italy, and the superficial cultural expressions of our homeland are of a type now wholly different from these of Italy. The modern Italian also is not fully in tune with all the aspects of the land in which he lives. It cannot be expected that our education system is able to equip us for a full comprehension of all foreign countries, but it should provide us with more of the first principles for understanding (at least instinctively) the cultures of those European countries near our home. If it has not provided us with the key to Italy, it cannot be expected to give that understanding of so alien a culture as Russia's, however vital that may shortly be.

Our armies have but little knowledge of the grand historical sweep of classical and medieval progress. I have met only one man who really desired to see the key historical sites. Armies of ours have landed at the foot of the temples of Girgenti and Paestum. These ruins are to them no more than the ruins they are themselves creating. Etna and Vesuvius, until the latter began a phenomenal eruption, meant nothing to them. I was able to take several parties to Pompeii, but its members were much more interested in the ancient brothels and the tawdry new basilica than in the fascinating details of the domestic, economic, and religious arrangements of the city. But all the great sights of Italy did not greet him with an eruption, or at least an electric shock. Capri, alas, was inaccessible, but some soldiers slipped over. Here the compactness compelled a real concentration on its treasures. Few will forget it. Naples' sordid streets drew more than its glorious surround. Cassino we destroyed. The British and other troops leapt past many fine sights on their way to Rome and Florence. But Rome has had its million of visitors, many of whom can remember only that they slept in feather beds, and that the Victor Emanuelle monument and Saint Peter's were big and imposing. When they spoke of the Forum they meant the Furo Mussolini. In Florence thousands never leave the luxurious canteen clubs and rest camps. To enter the Cathedral, to seek out Santa Croce, is too much. The tawdry of the cheap jewellery seduces too many. There were but few to whom I could talk about our inheritances in art, custom, and idea from the Italian scene. Always, or nearly always, I had to start at the beginning and make my references so vivid and extraordinary as to invalidate the balance of my story.

Many Roman Catholics had come to Italy with special desires and hopes, but when they had seen St. Peter's they seem to have been sadly disappointed, especially in the seeming irreverence of the ritual. They had not been warned and shown how to distinguish religion from a ramp. Their early instruction must have been by priests whose education had been partly in Italy, but they were unable to make headway save into hospitable houses. Many complain that modern youth is not conversant with the more familiar parts of the Bible, for it is assumed that they are everybody's inheritance. The complaint is valid about those to whom Palestine and Taormina, Monrealle and Perugia, Ravenna and Sienna mean nothing, and to whom Pliny and Dante, Michaelangelo and Galileo are mere names. Last night I found an argument on what Galileo discovered and did.

There is one feature of the spiritual and artistic culture of Italy that is appreciated by us, and for which we have been creditably enthusiastic—music and opera. In the whole history of opera longer seasons, more packed audiences, and more enthusiastic and generally more understanding ones have never been known. The British soldier in Italy has shown a love—not always informed, but what matters that?—for fine music well played, which has astonished every one and may cause a revolution in the demand for music when he returns.

In their sympathy for the movements of modern history our soldiers have been equally dull. The Piazzas Garibaldi and Mazzini, the Vias Trento and Trieste, and Risorgimento, the streets named after the days of the month do not attract their attention. If these mean nothing how is he to view with anything but contempt the somewhat juvenile methods of Italian politicians, police, and administrators?

(Continued on page 436)

Digitized by Google

BLACKIE

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. BOOK ONE. 3s. BOOK TWO. 3s. BOOK THREE in preparation.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

Book One is intended for pupils of 11 or 12, and Book Two for pupils of 12 or 13. In both books the grammar lessons comprehend only the broadest outlines.

KIDNAPPED

By ROBERT LOUIS STEVENSON. With exercises by J. C. DENT, M.A., Headmaster of Westminster City School. 2s. 6d. A new volume in *The Minster English Texts*.

Books already issued in this series:

ADDISON—The De Coverley Papers. 1s. 9d. AUSTIN—Pride and Prejudice. 2s. 6d. BUNYAN—The Pilgrim's Progress. Part I. 2s. DICKENS—A Christmas Carol. 1s. 9d. ELIOT—Silas Marner. 2s. 3d. KINGLAKE—Eothen. 2s. 3d. LAMB—The Adventures of Ulysses. 1s. 9d. MACAULAY—Essay on Clive. 1s. 9d. SWIFT—Gulliver's Travels. Parts I and II. 2s. 3d.

Each book is provided with two sets of exercises—one on the text in general and the other designed to help more detailed study of selected passages.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new "Warner and Marten")

GEORGE TOWNSEND WARNER, M.A.
SIR HENRY K. MARTEN, K.C.V.O., M.A.
D. ERSKINE MUIR

The famous "Warner and Marten" completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve "periods" into which the book is divided. Available in the following forms:

Complete—55 B.C.-A.D. 1939. 11s. Book One—55 B.C.-A.D. 1603. 5s. 6d. Book Two—1603-1939. 6s. 6d. Section Two—1485-1714. 3s. 9d. Section Three—1603-1783. 3s. 6d. Section Four—1688-1939. 5s. 6d. Section Five—1783-1939. 4s. 3d.

AN EPITOME OF ENGLISH SOCIAL HISTORY 1730-1935

By J. W. RUDDOCK, B.Sc. (Econ.). 2s. 10d.

A full summary of legislation, facts and figures relating to English social history from 1700 to 1935. There are biographical and general indexes.

THE CITIZEN AND THE MODERN WORLD

By ALFRED FLAVELL, M.A., and MARION FLAVELL. With eight illustrations. 3s.

LIGHT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon.), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne. With 171 Diagrams. 4s. (Ready early Autumn.)

This is the third volume of Dr. Davies's Course of Physics for the School Certificate Examination. No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers. Other volumes are in preparation.

MAGNETISM AND ELECTRICITY

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 215 diagrams. 5s.

The second volume of Dr. Davies's Course of Physics for the School Certificate Examination.

HEAT

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon). With 121 diagrams. 3s. 6d. The first volume of the above.

ILLUSTRATED LATIN SERIES

With Introduction, Notes, Appendices, Vocabulary, and Illustrations. Cloth boards. Prices generally, 2s. 3d. each. Authors included are Caesar, Cicero, Entropius, Horace, Livy, Ovid, Plautus, Sallust, Tacitus, Virgil, etc.

BLACKIE'S FRENCH PLAYS

Limp cloth. 1s. 4d. each. Some of the 40 titles:

LA COMEDIE DE CELUI QUI APOUSA UNE FEMME MUETTE, Anatole France. LA JOURNÉE DES AVEUX, Georges Duhamel. GRINGOIRE, Banville. TARTUFFE, Molière. LA GRAMMAIRE, Labiche et Jolly. PHEDRE, Racine. LE CID, Corneille. LES FEMMES SAVANTES, Molière. LE BARBIER DE SEVILLE, Beaumarchais.

BLACKIE'S LONGER FRENCH TEXTS

Limp cloth. 1s. 4d. each. Some of the 40 titles:

SIX CONTES, Coppée. SEPT CONTES, Lemaître. EXTRAITS DE TU VIENS EN FRANCE, Grand'combe. EXTRAITS DE TU VIENS ANGLETERRE, Grand'combe. TARTARIN DE TARASCON, Daudet. LES TROIS MOUSQUETAIRES (Abridged), Dumas. LE ROI DES MONTAGNES, About. L'ATTAQUE DU MOULIN, Zola. LE SCARABEE D'OR, Baudelaire. LETTRES DE MON MOULIN (Contes Choisis), Daudet.

FRENCH REVISION TEST PAPERS

By F. BLACKBURN, Modern Language Master, North Manchester High School for Boys. 10d.

Suitable for pupils in the School Certificate year. Each paper follows the same plan: Question I provides a revision of the verbs; Questions II and III deal with a wide variety of grammatical points; Question IV is a prose translation; and Question V an unseen translation.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

The orderliness, good reason, and the adaptability of the modern state have not yet been fully acclimatized in Italy. Mussolini made it seem that they had been, or even lately were, a nation great and fine —even if the elements of voluntary discipline in everyday life are absent. We soldiers are conscious in ourselves of tempers and excitements, jealousies and avid desires which are every bit as violent and unmannerly, yet disciplined and manageable, as those which in their instance have handicapped the Italian nation, but in our instance have led to an orderly and progressive development in one upward and apparently advancing direction. In our schools it may have been emphasized that modern Italy is a recently developed conception and practice, but no one tells the young that as a matter of fact it has not yet arrived, nor is within twenty years of doing so. . . .

As for appreciation of a standard of living different from, and on the whole lower than ours, with different foods, employments, and tastes, the understanding is so infrequent that one gives up with impatient haste the task of explaining. We soldiers sit and talk in their houses and in their cafés; we work our way into their friendships and their hearts, but we steadfastly refuse to appreciate their way of life, its physical and personal limits. A little geography might have helped because it would yield a few facts and figures of area and population, of barren land and sown land, of crops, of methods of culture, of the limits of industrial possibilities, of the systems of land tenure and of industrial organization. But we cannot expect every man to know these basic facts about all the countries, because the world is large and greatly partitioned. We expect him, however, at least to be conversant with a few general principles: that nations differ in riches, but are not necessarily inferior, when poor, in manners or in standards. Nor do we always recognize that the Italians are at least as satisfactory as ourselves in certain richness of living and certain joys of the body and the spirit. Though we have been polite in dissimulating it, yet it seems to me that we have gone through Italy with an unnecessary pride in our hearts.

Perhaps my picture of our cultural level in relation to our understanding of Italy is a little on the exaggerated side, and I have not been fortunate in my contacts, but these have been very wide and varied: they have included some officers, and all types of other ranks. Yet I feel sure that it is no exaggeration to say that neither the past nor the immediate life of Italy is either known or readily comprehended by us.

We are starved of a universal inheritance and the ability to understand a nation of importance to our future however much we are apt to underrate it. It may well have been an error to assume that our armies would understand Italy. Indeed, we have not made that assumption in our mind. We are not surprised. But the state of affairs seems to need some remedy. Our educational system only can be to blame: yet its curriculum of vital matters is certainly crowded now. Can it be expected in cultural subjects to do more than touch the fringe of our own contemporary culture? Can it be expected to go outside it? Can it introduce its pupils to the understanding of modern states or the anthropology of varying modern peoples? It would perhaps be argued that there is no time, and that the average mind is incapable of understanding all of the best. Upon the time argument I agree that our educators must be chiefly concerned with the simple facts before the vast principles, but I do not despair of understanding, and, indeed, to do so is to reject all hope for future better conditions. It seems that the function of post-primary education must be very largely turned to this question of the common culture of Europe and to the tolerant understanding of domestic ways that are not ours. The post-childhood education, so much of which is now promised, is likely to be dissipated in sport and pre-military exercises, and the light social graces of triviality, when it should always be framed in a sure feeling for the greatness of European culture.

It is likely to fall into unworthy and amateurish hands if the people who control it are not both Europeans and patriots.

MILK FOR BABIES

By CHARLES DOUIE, Secretary, Ramsay Memorial Fellowships Trust; late Secretary of University College, London

MR. CHURCHILL, on March 21, 1942, told us that there was no finer investment for any community than putting milk into babies. Master of the graphic phrase, Mr. Churchill astonished (and probably convinced) his vast audience (he spoke through the microphone). The novelty of the conception probably did not disturb unduly a people who, in the comradeship of the shell-hole and the air-raid shelter, had heard much that was new to them. It would be well, however, to use our reason and experience to test the validity of Mr. Churchill's contention, and no one has done more to help us to make such a test than Sir John Boyd Orr. Nor should we overlook that his book *Fighting For What?*[1] is dedicated to 'Billy Boy' and all the other boys killed in the war (many of whom did not have enough milk as babies), and bears the inscription: "May the Lord do so to us, and more also, if we fail to build the new world you fought and died for."

In writing on such a question, sentiment (many would say sentimentality) is difficult to avoid. But Sir John Orr and Sir John Russell, who are here cited as authorities, are Fellows of the Royal Society, Dr. Kuczynski is an eminent statistician, and Mr. Seebohm Rowntree a sociologist. This may enable us to consider Mr. Churchill's remark in a dispassionate way, and with strict regard to his use of the word 'investment'.

Bearing this word carefully in mind, let us at once dismiss the conception that putting milk into babies is a matter of charity, or a duty which society discharges for purely disinterested ends. Social services involve a certain, but limited, redistribution of wealth. A father who feeds, clothes, and educates his children redistributes the wealth of his family. He does not thereby diminish it. In fact, he expects to increase it.

Such an expectation may reasonably be entertained in England, where nutritional anaemia, pellagra, and

(Continued on page 438)

Digitized by Google

The Teaching of English Series

Every educationist is familiar with this famous series which now numbers well over 200 volumes and is constantly growing. The books are clearly printed and bound in cloth with gilt lettering. Each volume is edited by an expert in his own field and contains Notes, Questions and Exercises. Prices, each **1s. 6d.** (*Junior*) and **1s. 9d.** (*Senior*)

A SELECTION OF TITLES SHOWING RANGE OF SENIOR SECTION

Modern Short Stories
Selected by JOHN BUCHAN
Contains 12 outstanding short stories ranging from R. L. Stevenson to E. M. Forster.

The Music of Poetry
A. H. BODY, B.A., M.Ed.
Described as the ideal anthology of modern poetry.

A Shorter Boswell
Edited, with an Introduction by JOHN BAILEY
An excellent abridgement made by a famous Johnsonian.

Diaries and Journals
Edited by Dr. RICHARD WILSON
Pepys—Evelyn—Fox—Boswell—Wesley—Burney.

Kinglake's Eothen
Edited by J. W. OLIVER, D.Litt.
Specially edited for examination purposes.

Modern Biography
Edited by LORD DAVID CECIL
A collection of extracts with useful notes and questions.

Prose of Our Time
Edited by A. J. J. RATCLIFF, M.A.
By writers who are making Modern Literature.

Sheridan's Three Plays
Edited by A. J. J. RATCLIFF, M.A.
The Rivals—The School for Scandal—The Critic. With ample notes and questions.

The Short Stories of H. G. Wells
With Notes and Questions by A. J. J. RATCLIFF, M.A.
Published in two volumes. Illustrated.

Selections from Matthew Arnold
Edited by Dr. RICHARD WILSON
With an Introduction, commentaries and many notes and questions.

Youth and Music

DR. DESMOND MACMAHON

"Should prove a valuable handbook for Youth leaders. . . . The most interesting feature of the book is the refreshing treatment of jazz and swing. . . . The fruits of wide experience and sound scholarship could hardly be placed more readably at the disposal of the non-specialist musical amateur."—*The Times Educational Supp.* 5s. *net.*

The National Youth Song Book

Edited by DR. DESMOND MACMAHON

A collection of old and new songs, shanties, spirituals, operatic airs, soldier and student songs, hymns, carols, &c., forming a complete community song book for singers of all ages.
12s. 6d. *net. Words only,* 2s. *net.*

Nelson Classics

Not the least of war-time publishing difficulties has been the task of keeping in print the Nelson educational series which are needed for examination purposes. The *School Classics* (cloth bound, unabridged) have always been in great demand and many schools have been disappointed at not being able to obtain supplies. The following titles are once more available. *Each* 2s. 3d.

Henry Esmond Vanity Fair (2s. 9d.) Gulliver's Travels Pride and Prejudice A Tale of Two Cities Villette Northanger Abbey The Antiquary (2s. 9d.) Eothen

School Drama

Nothing is so well calculated to develop mental and physical poise and to lessen youthful self-consciousness as the ability to act. Moreover, acting is one of the best means of learning the right use of the voice, and the importance of teaching children to speak correctly is now universally recognized.

Included in Nelson's long School Drama list are, of course, the majority of Shakespeare's plays with full acting notes; books on the production of school plays, and many modern plays for boys and girls of all ages.

Here are a few selections from a very lengthy list:

Teaching of English series—the drama section in this famous series is particularly strong and contains plays, both classical and modern, suitable for children of all ages. *Prices* 1s. 6d. *and* 1s. 9d.

Read and Remember Play Books, carefully graduated Dramatic Readers. Each volume complete in itself. *Each* 1s.

Nelson's Show Plays for children between six and fourteen. Each volume contains full Acting Notes and aids to production.
Juniors, each 6d.; *Seniors, each,* 9d.

Plays from History—six graded volumes written by John B. Crossland. 10d. *to* 1s. 1d. *each.*

Thomas Nelson & Sons Ltd.
Parkside Works · Edinburgh

Digitized by Google

Vitamin B1 deficiency are known to shorten the working life and to impair the industrial efficiency of those unable to afford a proper diet. According to Sir John Orr, the infant mortality rate,[2] which is directly affected by the feeding of the mother and child, is more than 100 per 1,000 among the poorest, and less than 20 per 1,000 among the well-fed and well-housed. The death rate from respiratory tuberculosis, which is greatly affected by powers of resistance induced by diet, is 125 per 100,000 among the poorest, and less than half that number among the well-to-do.[3]

Sir John Orr states bluntly that a third of the population in the United Kingdom " do not enjoy food and shelter on the standard needed for health ".[3] His statement may be confirmed from other sources. Mr. B. Seebohm Rowntree,[4] in the late autumn of 1936, estimated that the absolute minimum on which a man could maintain himself, his wife, and three children was 53s. a week. For an agricultural labourer he reduced this figure to 41s. a week, for reasons which will not carry conviction to every one. Mr. Rowntree's budget was as follows :

	s.	d.
Food	20	6
Rent	9	6
Clothing	8	0
Fuel and Light	4	4
Sundries : Household	1	8
Personal	9	0
Total ..	53	0

Mr. Rowntree assumed three children as the standard family, as any lesser number means that the population is not being replaced and will die out.

In 1938, Dr. J. Kuczynski brought the figures up to date, having regard to the rise in the cost of living to December 1937.[5] Dr. Kuczynski added 2s. a week in the case of miners and agricultural labourers, on account of the heavy nature of their work. Using average weekly earnings, taken exclusively from Government publications, he found that 100 per cent of agricultural labourers, 80 per cent of coal-miners, 55 per cent of workers in public utility services, 50 per cent of workers in the building industries, 40 per cent of textile workers, and 25 per cent of railway workers were not earning the " Rowntree minimum ". These are figures for men. For the independent woman worker (for whom Mr. Rowntree made a separate calculation) the figures were much worse. This was true also of the unemployed, for whom the highest possible benefit under the Unemployment Insurance Acts, for a limited number of weeks, was 35s. (man, 17s. ; wife, 9s. ; three children, 9s.) Dr. Kuczynski's conclusion was that 10,000,000 men, women and children were not then able to pay for the food represented by the " Rowntree minimum " (20s. 6d. for a family of five) at a time of record production and record employment.

But this is not the whole story. Mr. Rowntree was not satisfied with the dietary[6] (which did not include fresh milk or butter) and Sir John Orr states :[7] " That is not a diet on which we can rear a healthy race. It falls far below what we now know to be necessary for health."[8] *Science and World Order*[9] says that " the cost to the nation of these widespread deficiencies, not only in money, but in human frustration and happiness must be prodigious ". Dr. F. E. Fremantle[10] has estimated the total annual cost of sickness in the United Kingdom at £300,000,000, of which he considers one-third to be preventable.

We now have, for guidance, a higher standard of nutrition. In 1935, the League of Nations appointed an International Committee of twelve physiologists, who drew up the first international dietary standard. This standard has been approved by the Ministry of Health. In the United States the standard was brought up to date in 1941 by the Food and Nutrition Board of the National Research Council at Washington. It has been estimated that the production of the more important protective foods would need to be increased by the following amounts to place the whole population of the United States on a health standard : Butter 15 per cent, milk 20 per cent, eggs 35 per cent, tomatoes and citrus fruits 70 per cent, green vegetables 100 per cent. No such estimate is available for the United Kingdom, but according to Sir John Orr[11] the additional production needed in, or for, the United Kingdom would be much the same, except that the production of milk would need to be nearly doubled.

Sir John Russell goes farther. He quotes P. Lamartine Yates,[12] who has found that the annual consumption of milk in the United Kingdom has been 20 gallons, in Switzerland 58 gallons.

It is to be noted that the standards of nutrition commonly accepted forty years ago are not valid to-day. At that time it was considered that a diet of bread, potatoes, and meat, which are rich in calories (which create energy), and proteins (which repair tissues and promote growth), if sufficient in quantity, was adequate. The researches of Sir Frederick Gowland Hopkins, Sir John Orr, Sir John Russell, and others, have demonstrated that the body needs vitamins and minerals to promote resistance to disease, and this new knowledge is reflected in an increase during the last thirty years of the consumption in the United Kingdom of vegetables from 121 lb. per head to 208 lb., butter 16 lb. to 25, margarine 6 lb. to 16, sugar 79 lb. to 103, eggs 104 to 234.[13]

It would be ungenerous not to recognize that much is now being done. All teachers are familiar with the milk and meals now provided in elementary schools. Of the 5,000,000 children attending school between 5 and 14, some 350,000 were given meals until recently, when under the stress of war conditions the number reached 1,000,000 and is expected to reach 2,000,000. The statistics for a day in February, 1944, of Public Elementary and Secondary School pupils receiving school meals and milk (H.M.S.O., cmd. 6530, 2d. net.) show, *Meals :* Elementary Schools, 30·1 per cent. ; Secondary Schools, 53·8 per cent. *Milk :* Elementary Schools, 78·3 per cent. Secondary Schools, 60·2 per cent. The importance of health in developing a child's aptitude for education was taught by Confucius 2,500 years ago. The Ministry of Education, in a recent annual report, referred to " the greater responsiveness and alertness of the children ". *Science and World Order* (p. 80) records that " in the Rhondda valley, where expectant mothers were given an excellent diet, their mortality rate fell to a little over a third of its original value in one year ".

But can we afford it ? We can. Every computation of the national wealth of the United Kingdom[14] shows that it was sufficient in 1938 to provide food and houses of the standards approved by the Ministry of Health.[15] But the wealth was so distributed that the standard of living of one-third of the population was below the Ministry of Health standards, either in food or in housing, or in the case of the poorest in both. " Healthy citizens ", continued Mr. Churchill,

(*Continued on page 440*)

Digitized by Google

Cumulative Records

C. M. FLEMING, M.A., Ed.B., Ph.D., F.B.Ps.S.

This is the first of a new series of educational research pamphlets, published under the auspices of the Foundation for Educational Research and the Institute of Education. 1/6 net

Toys: their design and construction

J. KAY and C. T. WHITE

This book is indispensable to any one interested in toy-making and any one following the simple and clear descriptive matter can make the toys described.

New impression. 9/6 net

Planning the New Nursery Schools

Published by arrangement with

The Nursery School Association of Great Britain

This booklet has been prepared for the use of all those who are interested in the New Nursery Schools to be built under the Education Act, 1944.

New impression. 2/6

The Education of Junior Citizens

BRIAN STANLEY

Starting from the assumption that youth work is educational, the author offers a simply written treatise on the principles of Education, but in the setting of the Youth Club and the County College. *New impression.* 3/6

The Elements of Sociology

F. J. WRIGHT, M.Sc.(Econ.)

A book for the man and woman interested in the social and political development of the modern world, and for the student reading Sociology and kindred subjects for the B.Sc.(Econ.) for the University of London and similar examinations. 6/6 net

UNIVERSITY OF LONDON PRESS LTD.

MALHAM HOUSE BICKLEY, KENT

Digitized by Google

after promising milk for babies, " are the greatest asset any country can have."

[1] Sir John Orr. **Fighting for What?** 2s. 6d. Macmillan.

[2] **Changing Britain**, published by Cadbury Bros. and distributed by the University of London Press, 1s. net, an admirable document illustrating the recent Industrial Revolution, gives, on page 20, a chart showing the fluctuations of the Infantile Mortality Rate, 1871–1931. In 1870 the rate was just over 150 per 1,000 births ; in 1900, just under 150. The latest figures (*Whitaker's Almanac*, 1944) are (for 1942) England and Wales, 49 ; Scotland, 69 ; Northern Ireland, 76. In New Zealand (which developed social services fifty years ago) the figure is 32.

[3] **Fighting for What ?** pp. 35–37 ; p. xi.

[4] **The Human Needs of Labour.**

[5] **Hunger and Work.**

[6] **The Human Needs of Labour.** p. 79. Weekly Dietary.

[7] **Fighting for What ?** p. 27.

[8] The diet proposed by Dr. G. P. Crowden, in *The Lancet*, April 23rd, 1933, quoted in **The Englishman's Food**, Prof. Sir Jack Drummond, F.R.S., and Anne Wilbraham (Cape, 1939), worked out at roughly 1s. per head a day. The " Rowntree minimum ", 20s. 6d., compares, therefore, with the "Crowden minimum ", 35s. Dr. Crowden was on the staff of University College, London.

[9] **Penguin Books.** 9d. p. 81.

[10] **The Health of the Nation.** Quoted by R. H. Tawney. **Equality.** p. 220.

[11] **United States Department of Agriculture, Year Book, 1939,** quoted in **Fighting for What ?** p. 39.

[12] Sir John Russell. **Britain's Food in War-time.** (6d. Oxford University Press Pamphlet.)

[13] **Britain's Food in War-time.** (Quoting Sir John Orr.)

[14] It certainly exceeded £2 a week *per head*. See **Whitaker's Almanac, 1943.** p. 851.

[15] Mr. A. A. Evans in **Planning for Abundance** (1s. National Peace Council, p. 32), cites Mr. Colin Clark, **The Conditions of Economic Progress** (Macmillan, London, 1940), p. 41, as to the real income per head in different countries. One clear deduction from these figures is that we can certainly afford the " Rowntree minimum " for everybody.

CORRESPONDENCE

EDUCATION THROUGH THE EYE

SIR,—In July, 1944, under the heading " Symbols—and Substance ", you published some remarks on visual education, and I am grateful that you permit me to make the following comments.

In a modern democracy, more and more decisions have to be based on comprehensive factual information, dealing, for example, with the number of houses needed, the amount of home-produced and imported goods, mortality rates, and similar things. It is of importance that citizens, not only when they vote, but also when they form opinions from day to day, should have at least a rough picture of what is going on around them. One has, therefore, to speak to the man in the street directly, and seek to develop his judgment, by offering him scientific statements and statistical tables in some simplified form. To do this we have to make use of a simple, everyday language adapted to the purpose in question. In addition to that, we can use carefully elaborated visual aids.

First of all, it is important not to overwhelm a plain man or a child with too many details. I myself, as a tutor in history for adult classes, thought it better to accustom my pupils to remember the century in which something happened, rather than the exact date. I wanted my pupils to remember, " about 1500 the Turks conquered Constantinople, Columbus discovered America, the Reformation took place, the spread of printing, etc.". In this way we can avoid a pupil remembering : " Discovery of America, ? ? 92 ", but guessing whether 1392, 1492, or 1592. The same applies when we convey geographical knowledge. It is much more important for a pupil to know that a certain town falls into the population category of ten thousands and not of millions, rather then the so-called accurate statement : Town with 10,513 inhabitants.

The importance of accuracy is relative to the purpose in question. A scientist looking through the microscope uses different elementary units from those used by the cabinet-maker who wants to make a table or the carpenter who wants to build a fence. Visual education is, therefore, particularly suitable for transferring simple proportions, for instance, to indicate that the average mortality rate, in times of the Black Death of about 25 per cent. and in normal times of 4 per cent. in the seventeenth century, has now decreased in highly civilized countries to about 1 per cent.

It is our duty as sociologists to provide a sufficient amount of material, but as educationists to select material which may help people to form their own judgments. An expert can hardly be called a good teacher if he cannot drop superfluous details and get rid of superfluous accuracy. People who agree on these points will also mostly agree about the usefulness of visual education, which tries to reduce all kinds of knowledge to the very bones. Let me add, that such a result can be reached, not only in the field of statistics, but also in technology, biology, and history.

Your editorial remarks on " Symbols—and Substance " sounded as if visual education alone made the mistakes criticized by you ; whereas, the truth is that teachers who use visual aids make mistakes just as much as other teachers do. Visual education, as such, is not responsible for the mistakes made, but a consistent technique of visual presentation is not only attractive but also informative, and, therefore, suitable for use at any stage of education.

Oxford. OTTO NEURATH.

RECRUITS FOR POST-WAR TECHNICAL EDUCATION

SIR,—One of the signs of the times is that post-war education will have a definite practical, even technical, bias. During this war we have realized the need for trained technicians to fulfil the requirements of the Services. Mechanization of the Army, the great development of the R.A.F., an expanded Navy, radiolocation, and many other specialized branches of the Services, have meant that recruits with, at least, some preliminary training have been required in great numbers. The available sources for such trained or potentially-trained personnel were insufficient to meet the ever-growing demands and it was necessary to take special steps to give basic training to many more members of the Forces who

(*Continued on page 442*)

Digitized by Google

EDWARD ARNOLD LONDON

SOME AUTUMN BOOKS

Outlines of European History, 1789-1939 G. BURRELL SMITH

The fifth edition of Mr. Burrell Smith's widely appreciated book, which, because it achieves conciseness without sacrificing style, has always been something more than a School Certificate text. Revisions have been made throughout, and there is a new and masterly account of the last few years before the cataclysm broke over Europe. 383 pages. About 4s.

Practical Russian E. A. MOORE and GLEB STRUVE

Book I of a course distinguished by pleasing arrangement, thoroughness over a limited field, the use of a minimum of English (though the book could be used without a teacher) and the embodiment of the experience of practised teachers. Mr. Moore is Modern Language Master at Tollington School and Mr. Struve Reader in Russian Literature at the School of Slavonic Studies, London University. A second book, to follow, will reach Matriculation standard. Illustrated, with full vocabulary.

Histoire de la Littérature Française R. P. L. and D. M. LEDÉSERT

This work ought to be made accessible to every advanced student of French and a very wide demand is expected. Its comprehensive scope, copious illustrative extracts from prose and poetry, and bibliographies, make it a most valuable book of reference. It will be in two volumes, divided at 1800. Each volume, about 300 pages

Education: its Data and First Principles Sir T. PERCY NUNN

A third and extensively re-written edition which the author was able to complete before his recent lamented death. Among works of its kind, *Nunn* has always been distinguished by a balanced appreciation on the one hand of the wisdom of experience and tradition, and on the other of the real value and importance of many of the latest innovations.
284 pages. 7s. 6d. net.

Everyday Heat, Light and Sound A. C. PENNEY

Mr. Penney scored a notable success with his refreshing *Everyday Electricity and Magnetism*. Now he has applied the same methods to other branches of elementary physics, producing a lively School Certificate text which will also give pupils exciting information about contemporary technical devices, from asbestos suits to cameras and gramophones.
280 pages, 156 illustrations. About 4s. 6d.

Workshop Technology. Part II W. A. J. CHAPMAN

The successful Part I of Dr. Chapman's manual covered the syllabus required for the City and Guilds Intermediate Examination in Machine Shop Engineering. This second part completes the work needed for the Final examination, or for the Ordinary National Certificate in Workshop Technology, and is equally well illustrated.
328 pages, 287 illustrations. 10s. 6d. net.

Introduction to Marine Engineering Comm. (E.) A. FUNGE SMITH, R.N.

An outline of the scope of a marine engineer's responsibilities, describing the principal mechanisms used in ships, and, in a simple way, the scientific principles underlying them. It is fully illustrated and is specially recommended to college and technical school students, to whom it may reveal the possibility of a varied and interesting career.
160 pages, 130 illustrations. About 3s. 6d. net.

¶ *In present circumstances it is impossible to give accurate prices and publication dates far in advance, and the first impression of a successful new book may be exhausted very soon after publication. It is advisable therefore to place immediate orders with booksellers, or to write now to the publishers if copies are desired for inspection when ready.*

EDWARD ARNOLD & CO.
LONDON: 41 MADDOX STREET, W.1

Digitized by Google

could be used, after subsequent training with field equipment, for specialist duties. Parenthetically, it should be noted that much of this basic training was given in civilian educational establishments, and Central School teachers played a not inconsiderable part in assisting Technical College staffs in the instructional work—often after very brief periods of special training.

Experience has shown that the best raw material for these technical duties has not been confined to the product of any one type of education. Naturally enough, the trained engineers and scientists have loomed large in the field, but, so far as the new trainees for technical duties have been concerned, a remarkable wealth of talent has been revealed in unsuspected quarters. The artisan with a Central School training has sometimes proved equal to the product of the Secondary School.

Present proposals seem to point to a great development of technical education. It is axiomatic that such a growth in the number of technical classes will demand a large number of teachers trained and skilled in technical subjects. In the first place special attention will need to be given to a basic general education which should include mainly mathematics, science, and English subjects. The importance of mathematics in particular, despite some so-called ' debunking ' of this subject, can hardly be over-estimated. It is the basic equipment for practically every branch of technical work.

Secondly, the supply of technical teachers will not meet the demand. It does not, however, seem probable that suitably qualified people with industrial experience will come forward in sufficient numbers or will find the break in their career consonant with the attractions of the salaries offered, in view of the fact that, if they are really good at their job, the chances of promotion in industry should be greater than in the teaching profession.

Two suggestions may be put forward. In the first place many of the members of the technical branches of the Services entered on war service at an age when they had either just left school or had not settled down in a peace-time occupation. Many of these young men and women—for we must not forget our women technicians—have continued their education both theoretical and practical and should prove good material for teacher training. Furthermore, to fill those posts where industrial experience is regarded as being an important qualification, the trained, experienced teacher should be given the opportunity of securing works' experience as well as the recruit from industry who is being trained as a teacher. The trained science graduate could gain much valuable experience and a definite insight into works' practice by spending even six months in industry, if proper facilities were granted by the managerial authorities. Many of them would have already had some connexion with industry during their University training.

4, Oaklands Avenue, Sidcup. A. BURNHAM.

THE TEACHING OF CITIZENSHIP

SIR,—The end of the European war has given greater urgency to the need for a solution of many of the problems which have arisen during the last few years, and planning must now find its expression in deeds rather than in theories. But we must be sure that our haste to implement many reforms does not lead us into difficulties, and in no field is the need for a critical examination of these reforms more evident than in education, where almost every branch has emerged from the war in a changed and widened form.

A great deal of attention has been paid to the more useful employment of the critical years between 11 and 16, and there can be no doubt that the schools of the future will place a more liberal interpretation on the full meaning of education. The aim of an increasing number will be to lay the foundations of sure judgment rather than to secure the mere assimilation of knowledge. Many teachers still find an apparent conflict between these two ideas of a widening of the basis of education at this stage and the requirements of external examinations.

There is no need to describe the ways in which those subjects which are traditionally taught can be given a more popular appeal. The geographer and the historian will be the first to show how the interest of their subjects can be increased by a less rigid adherence to an examination syllabus.

It is not with these subjects but with the teaching of social science and citizenship that this letter is concerned. The development of Schools of Social Science, Economics, and Commerce is relatively new in the history of our provincial universities, and they have usually been filled by young men and women who intend to use their training outside the academic world. Most undergraduates of the pre-war years showed an eagerness to take part in the new world of political and social affairs which the student societies represented, but at the same time they frequently displayed an abysmal ignorance of local and central government, and of elementary economics. It was inevitable that this ignorance should lead to excesses in their political sympathies.

A growing number of schools were attempting to bridge this gap by employing university-trained economists and social-science graduates to teach these subjects in the post-matriculation years, and the slow growth of the university departments reflected this innovation.

It is frequently argued that, on the one hand, an economist is a specialist, and that the subject cannot easily be taught in its simple stages because of the dangers of over-simplification, while, on the other hand, every worker is a wage-earner and therefore in some measure an economist. There is truth in both these arguments, but their lack of whole truth is to be found in the success of movements like the Workers' Educational Association, and the classes organized by the university extra-mural boards. It is true that explanation of many of the most interesting applications of economic science demand specialist training, but such important subjects to future wage-earners as the reasons for the location of industry and the conditions governing the size of an industrial unit—factors which determine their own employment—can be taught with advantage in schools, and without excessive simplification.

The structure of local and central government does not present the same difficulties, and a little knowledge would save a great deal of confused thinking in later years. An informed citizen will be a more conscientious and intelligent voter, and by the earlier teaching of social subjects we can avoid the apathy and escapist thinking which contributed so largely to the outbreak of this war. The Army Bureau of Current Affairs and the work of the local Regional Committees for Adult Education in H.M. Forces have done a great deal to make up for the neglect of these subjects at school.

Can a boy's interest in civil affairs be aroused and maintained without producing a corresponding fall in

(Continued on page 444)

Digitized by Google

LONGMANS

MODERN TEACHING, PRACTICE AND TECHNIQUE

By J. H. PANTON, M.A. 8s. 6d.

This book will prove of great value to all men and women now entering the teaching profession. The treatment is intensely practical, suggestive rather than prescriptive, liberally illustrated by reference to actual school conditions, and on lines which the author has tested out and found effective during his experience of teacher-training.

"Contains a wealth of experience, information, and suggestion which no young teacher can afford to ignore . . . a real value for many who can no longer be classed as beginners."
—*The Times Educational Supplement.*

AN INTRODUCTION TO AN ENGLISH HIGHWAY

By A. R. MOON, M.A., and G. H. McKAY, B.A. 2s. 3d.

"Constitutes an attractive and practical approach to grammar, and provides a series of well-devised questions to test comprehension and appreciation and secure clarity of expression."—*Schoolmaster.*

BRITISH AND FOREIGN HISTORY

By E. H. DANCE, M.A.

BOOK I. CHRISTENDOM AND BEYOND. THE MIDDLE AGES. 3s. 6d.
BOOK II. NEW EUROPE AND THE NEW WORLD (16TH TO 18TH CENTURY) 3s. 6d.
BOOK III. THE MODERN WORLD (SINCE THE 18TH CENTURY) 3s. 6d.

"The foundation of a critical sense is laid by exercises on the Source Readings, carefully chosen and varied, and by questions accompanying the illustrations; some of these break new ground. Linked with charts and diagrammatic maps, they form an integral part of the study planned in this intelligently simple survey of world history."—*The Times Educational Supplement.*

ELEMENTARY GENERAL SCIENCE

Edited by J. M. HARRISON. BOOK I, 4s. BOOK II, 4s. 6d. BOOK III, 5s.

"The author of this series has interlinked the sciences much more successfully than is usual in books on General Science. . . . References to the work of great scientists, to modern industrial practice, and to familiar phenomena of everyday life occur frequently in the text. There are some useful half-tone illustrations and a large number of clear and effective line diagrams. This soundly written and well-produced series should have a good reception."—*The Times Educational Supplement.*

A PROGRESSIVE SCHOOL CHEMISTRY

By J. M. HARRISON, M.A. Introductory Course. 3s.

One of the chief features of this popular textbook is the skilful way in which the author uses the everyday applications of Chemistry.

A SCHOOL GEOMETRY

By A. WALKER, M.A., B.Sc., and G. P. McNICOL, M.A., B.Sc. 5s. 6d.

Part I. (Books I–III) 4s. 0d.
Part II. (Books IV–V) 2s. 9d.

This book provides a sequence of propositions largely Euclidean, avoiding algebraic proofs of propositions dealing with Area and Proportion. All references to previous propositions in the course of proofs are verbal.

There is an introduction containing a term's work in practical geometry.

LONGMANS, GREEN & CO., LTD., 43 ALBERT DRIVE, LONDON, S.W. 19

Digitized by Google

the examination results required by external examiners in other subjects? There are many who believe that it can, that the general level of education in its widest meaning will rise steadily, and that many of the criticisms made against the so-called "unpreparedness for life" of young people leaving school can be answered in this way.

But it is important that these new subjects should be taught for their own interest, and not as subjects for examination, a method which must limit both their appeal and the amount of ground which they can cover. Those whose interest leads them to specialize can be prepared for examinations when a full-time teacher is employed. The teaching of economics and social science in even their simplest form is not a job for the general teacher, since simple explanations frequently demand the full knowledge of theory possessed only by the specialist graduate.

The most immediate problem facing any widespread adoption of these suggestions is the provision of teachers. The economics departments of the universities before the war were not the most crowded schools, and, although many students were given a two-year course in social science, they were primarily intended for industry and welfare work. It is an economic axiom that supply and demand equate, and this will be true once the schools enter in these departments an increasing number of students who intend to teach rather than train for a business career.

Experienced teachers will find much to criticize in these proposals. But it is obvious that we cannot return to the narrower fields of pre-war education, and that the war has given a stimulus to new ideas. If we can carry the best of the war-time innovations through to the peace years we shall have achieved a great deal in relating school life more closely to the industrial and professional world.

401 Field Security Section, Int. Corps, B.L.A. R. JAMES.

THE LATE SIR MICHAEL SADLER

SIR,—My father's long life was so crowded with diverse activities and interests, and the papers—both private and professional—which he left behind are so numerous and varied, that it seemed impracticable to do full justice to his career and achievements within the limits of a single biography. Further, the significance and importance of his work as a student of education and as a pioneer in educational progress are subjects too technical for treatment by anyone not a practising educationist, and could only be combined with a personal memoir and a description of his energies other than educational at the risk of producing a work, not only of unwieldy size, but also of disparate appeal.

It is proposed, therefore, to prepare an "Educational Biography" as well as a more general one; and I am privileged to announce that Miss Lynda Grier, shortly retiring from the Principalship of Lady Margaret Hall, Oxford, has consented in due course to undertake this difficult and specialized task. The second biography—the personal memoir—I shall myself attempt, aiming at a book based primarily on my father's letters, diaries and informal memoranda, which book shall show the man as his family and intimates knew him, tell the story of his life, and touch on his career as educationist only in so far as it affected his home life and his whereabouts.

May I appeal through your columns to owners of letters or other manuscript documents written by him for the loan of the originals or of copies? I should be grateful if material of educational, as well as of non-educational significance, be sent to me at the address below, for transcription (where necessary) and return, and for allocation to the "Educational Biographer" or to myself, as the case may be.

10, Orange Street, London, W.C. 2. MICHAEL SADLEIR.

SCOTLAND AND NORTHERN IRELAND

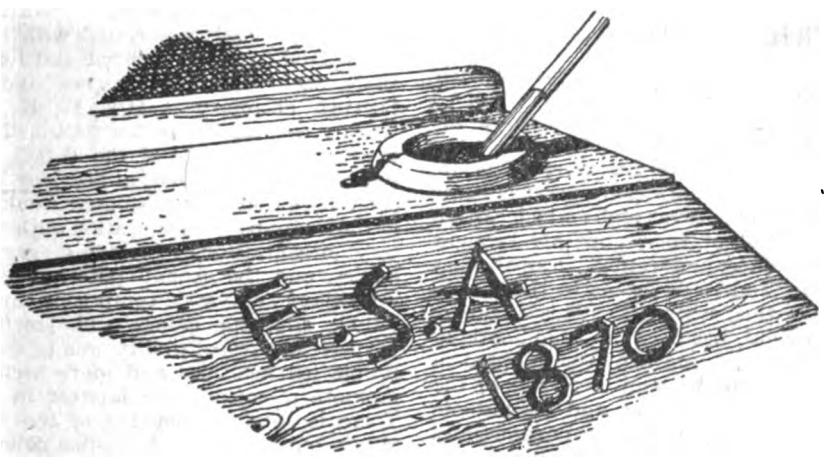
BOARDED-OUT CHILDREN

QUITE recently public opinion in this country received a considerable shock by the disclosure in the Courts of the brutal treatment administered by English foster-parents to English boarded-out children, and a similar case has just come to light in Scotland where two Fife foster-parents have been sentenced in Dundee High Court to terms of imprisonment, having been found guilty of wilfully assaulting and ill-treating, by thrashing with an electric cable, two brothers who were committed to their care. The evidence disclosed that the two boys had been reduced to a pitiable condition, the one physically the other both physically and mentally, and the presiding judge, Lord Russell, in passing sentence commented upon "the callous and cruel lack of the elementary humanitarianism which ought to be in the breasts of every one who comes into contact with children, however difficult, unruly, and problematic they may be".

Perhaps the most disconcerting feature of this case was the fact that it might possibly never have been heard of but for a pure accident, and this in spite of the fact that the statutory obligations laid upon local authorities for the care and supervision of boarded-out children in their charge seem to have been properly fulfilled. It is difficult therefore to resist the conclusion that the present administrative machinery and official safeguards are inadequate to protect such children from neglect and suffering at the hands of cruel and irresponsible foster-parents. As the care of children and young persons is a matter, as the judge observed, close to the public conscience, it is indeed opportune that a Scottish Committee, with Mr. J. L. Clyde, K.C. as chairman, is at present examining the existing provisions made for children who through various circumstances are deprived of a normal life with their own parents. Lacking the security of a stable home environment these children are often problem cases, revealing emotional maladjustments and individual aberrations, and it may well be that for some of them the only chance of right remedial treatment is to be found in approved institutions rather than in foster-homes. But, given good foster-parents with a due sense of responsibility and a love of children, it is the experience of those competent to judge that the boarding-out system is productive of the best results. No doubt the whole problem will be comprehensively surveyed by the Clyde Committee, and in the meantime the Scottish Department of Health may be prompted to review the procedure of boarding-out in order to discover

(Continued on page 446)

Digitized by Google



A name was carved over seventy years ago...

The initials E.S.A. are as indelibly impressed upon the minds of school principals as those other initials painstakingly carved by generations of schoolboys on their desks.

Since 1870 this great house has been famed for the quality and range of its school supplies and furniture.

The catalogues it has issued down the years record the history of education in this country. In the new Age of Education which will dawn with the ending of the war, it will continue to play a not unworthy part.

1870 ESA 1945

Catalogues are scarce, but can still be supplied to Principals.

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1 *Telephone:* Holborn 9116
Stevenage, Hertfordshire *Telephone:* Stevenage 500

E/A3

Digitized by Google

if and where improvements can be made for the better protection of these unfortunate children.

FIRST OFFENDERS

THE Scottish Home Department has recently issued under the title "Police Warnings", the report of the Scottish Advisory Council on the treatment and rehabilitation of offenders under the remit given to them by the ex-Secretary of State, Mr. Thomas Johnston, "to consider the arrangements in operation in certain police areas under which certain young offenders who admit their guilt are brought before a senior police officer and warned, as an alternative to prosecution; and to advise as to the desirability of extending this system". This practice, as the Report points out, has been in use in Scotland for a period of forty years, and has been adopted in 16 out of the 18 large burghs, and in 20 out of the 31 counties. The young offender and his parents are invited to attend at the police station or sometimes within the school buildings, when, if the offence is admitted, its nature and seriousness are pointed out by the Chief Constable or other senior officer in uniform and a warning is given of the consequences of a repetition of it.

While it is true that the system has no statutory authority and that the youthful offender is not therefore safeguarded in law, and while from the Police Force point of view it might be objected that they could be called in question for doing what they have no statutory right to do, it is only reasonable to affirm that many first offences are in themselves so light and trivial that their inclusion in criminal statistics is not only misleading but wholly unnecessary. The real magnitude of the figures for juvenile delinquency is sufficiently serious quite apart from its unnatural inflation by the inclusion of such records, and the practice of listing as criminals such youthful offenders is much to be deplored both for actuarial and psychological reasons. It is therefore gratifying to note that the Council are in complete agreement in approving the continuance and extension of the police warning system, believing as they do that there are many juvenile "crimes" that should never come before the magistrate or be tried in public court at all. Nevertheless they rightly suggest that in the warning system safeguards should be carefully observed, of which the most important are that the guilt should be well established and voluntarily admitted, that the parents or guardians are present at the interview when the warning is given, that the interviews are strictly private, and that records, though they should be available, should not be included in the criminal statistics. It is, of course, not intended that the warning system should supersede the work of the juvenile courts but that it should perform only a necessary preliminary function; but in both systems there is much more need for scientific reports from psychologists and psychiatrists than the Council are prepared to admit.

PHYSICAL EDUCATION

THE Central Council of Physical Education has to its credit ten years of successful work in England and Wales, and now, at the invitation of the Secretary of State for Scotland, it has agreed to extend its activities to this country. To mark the event, an inaugural conference was recently held in the City Chambers, Edinburgh, and promises of support were forthcoming from the local education authorities, the Navy, the Army, and the British Broadcasting Corporation. It is intended that the work of physical education should be directed by a body really representative of Scottish interests but sufficiently closely associated with the headquarters in England to enable Scottish and English sections to share each other's experience and counsel. The Scottish Secretary is Mrs. M. K. Brown, who is already well known for her part in the early morning exercises programme of the B.B.C. Discussing the future of the movement in Scotland she informed the conference that their customers would consist roughly of three groups—the education authorities, the voluntary organizations, including games and sports bodies, and the general public, while the activities were many and varied comprising camping, rambling, sailing, climbing, games, and dancing. Their chief purpose and responsibility was to ensure that young people led healthier and more useful lives, and to promote a nation-wide interest in positive health. There is here no question of the regimentation of youth, but a sound and sensible policy that preserves the standards of health attained in the Services, and combines physical fitness with mental enjoyment. There is much need in Scotland for a greater participation in open-air sports of all kinds, and the Scottish Council will have the good wishes of all who are interested in the wider aspects of education.

COOKING COMPETITION

THE cooking competition for Scottish schoolgirls, started in 1943 to encourage the use of Scottish primary food products, will be continued this year. Finals will be held in Edinburgh in February, 1946. A guarantee fund has been created.

YOUTH WELFARE WORK IN NORTHERN IRELAND

THE Youth Committee for Northern Ireland has just published its annual report (6d. H.M. Stationery Office). It is computed that there are 37,142 boys and 28,585 girls—a total of 65,727—enrolled in youth organizations in Northern Ireland. Of these 28,126 (18,496 boys and 9,630 girls) are in Belfast and 37,601 (18,646 boys and 18,955 girls) in the remainder of the Province. The organizations to which they belong are the Girl Guides, Girls' Life Brigade, Girls' Brigade, Boys' Brigade, Boy Scouts, Church Lads' Brigade, Sea Cadets, Army Cadet Force, Air Training Corps, Training Corps for Girls, Salvation Army Youth Section, voluntary youth clubs, Girls' Auxiliary and Boys' Auxiliary.

Grants by the Ministry of Education to youth organizations have been greatly increased. The figures for the last six years were: 1939–40, £833; 1940–41, £577; 1941–42, £1,433; 1942–43, £2,614; 1943–44, £9,897; 1944–45, £17,136.

"The great expansion of the youth service throughout Northern Ireland", says the Report, "has emphasized the need for more trained leaders and helpers. The Youth Committee believes that, though arrangements must be made for recruiting and training an adequate supply of full-time or part-time leaders, it is essential that the voluntary leader should continue to make his own special contribution. The Committee has for some months been preparing a scheme for the establishment of a permanent centre where a wide variety of courses, designed to appeal to paid and voluntary workers of all youth organizations, may be conducted."

Digitized by Google

NEWTON & CO. LTD.

(Established over 200 years)

More

PROJECTION APPARATUS

is becoming available for

CIVILIAN PURPOSES

but

Demand still exceeds Supply

and

Orders are dealt with in Strict Rotation

Address your enquiries to :

Telephone : WELbeck 4131 (2 lines)

72 Wigmore Street London, W. 1

Telegrams: "Newtobar Phone London"

UNIVERSITY COLLEGE

LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

McDOUGALL

The Music Makers' Song-Book

Collected, Arranged and Edited by **Desmond MacMahon, D.Mus.**

Complete Book. Contains a wide range of songs which both by tradition and by common consent are acknowledged to be masterpieces of our music literature. Also a few representative songs by modern composers.

Composers represented are :

T. A. ARNE	GLUCK	PURCELL
MICHAEL ARNE	HATTON	SCHUBERT
BACH	HAYDN	SCHUMANN
BEETHOVEN	HORN	SHIELD
BENNETT	LULLY	STANFORD
BRAHMS	MACMAHON	SULLIVAN
CAREY	MENDELSSOHN	TCHAIKOVSKY
DIBDIN	MOZART	WINN
FRANZ		

50 Songs Sol-fa or Staff — Cloth, 1/9
Pianoforte Edition — 7/6 net

The Music Makers' Song-Book

Junior Book. 20 of the Songs from the Complete Book and others by

HARRY BROOK WALFORD DAVIES AND ROBERT McLEOD

26 Songs Sol-Fa or Staff — Manilla, 9d. Cloth, 1/-
Pianoforte Edition — 4/- net

Centuries of Song

By R. S. Thatcher, M.A., D.Mus. (Oxon.)

In the case of the better-known songs new aspects may appear in the accompaniments and in the additional vocal lines. The inclusion of a representative carol section has been prompted by the conviction that the popularity of carol singing, at the appropriate season, increases each year. Liberal use has been made of the ornamental device of descant, which is undoubtedly a most attractive form of two-part singing.

76 Songs, Carols, Rounds and Catches. Sol-fa or Staff Paper, 1/2. Cloth, 1/4. **Pianoforte Edition, 8/- net**

A Garland of Great Tunes

Adapted for Young Children.
By **Percy M. Young, M.A., D.Mus.**

There is a scarcity of songs by great composers that are really suited to the voices and understandings of infants and juniors, but Dr. Young has successfully solved this problem by choosing and, where necessary, adapting basic tunes from suitable instrumental works and providing them with appropriate words. They can easily be adapted for dancing or percussion-band treatment.

Pupil's Book. Both Notations — Paper 10d.
Pianoforte Edition — 2/9 net

The Classical Staff Sight Readers

By J. EASSON, L.R.A.M., A.R.C.M., *Superintendent of Music, Dundee*

R. C. McCRONE, L.R.A.M., A.R.C.M., *Kilmarnock Academy* and D. C. WALKER, L.R.A.M., F.E.I.S.

The work of three well-known music masters

Junior.	Books 1, 2 and 3.	Paper 6d.	Cloth	9d. each
Senior.	,, 4 and 5.	,, 7d.	,,	10d. each
	,, 6, 7 and 8.	,, 8d.	,,	11d. each

McDougall's Educational Co. Ltd.

80-82 GREAT JUNCTION STREET, EDINBURGH 6

Digitized by Google

EMPIRE AND FOREIGN NEWS

FOREIGN LANGUAGES IN TURKEY

From A CORRESPONDENT

IN Turkey, French is still by far the most widely spoken foreign language. This is due, no doubt, to the interest that France has shown in Turkey for centuries, and to the fact that after the last war France did not fail to maintain cultural and commercial contacts with Turkey.

Until recently, German came a close second, particularly in military, technical, and commercial circles. German eagerness to develop trade and cultural relations, the undoubted German thoroughness and skill in technical matters, combined with what now appears to many to have been an unfortunate lack of interest on Britain's part, tended all too often to make Turkey rely both in practical and cultural matters on Germany.

English came a very bad third except, interestingly enough, in naval circles. It was an English naval mission which many years ago was invited by the Turks to assist in the modernization of their navy and naval dockyards. As a result, many fixtures on a ship are known by English names adapted to Turkish, and among the officers of the War Academy English is more generally spoken by the naval officers than by the army officers.

That English lagged so far behind other languages is not surprising. Our extraordinary spelling makes it one of the most difficult of languages to learn, the commercial incentive was lacking as also were the heavy subsidies to schools, students, booksellers, and teachers which other countries offered.

Until Mustafa Kemal took the education of the country in hand it was not easy for Turks to learn a foreign language, partly because general education was far below its present level. The Gazi changed all that. In all the big centres there are now primary, secondary, and higher schools which, with the university, give a general education comparable to that in other European countries, while very much indeed has already been done and still more is being done to bring elementary education to children even in the most outlying districts. The change from old Turkish characters to the Latin ones, one of the Gazi's most courageous reforms, has simplified elementary education generally and still more the learning of foreign languages.

Throughout the last few years, while Turkey has maintained her alliance with England, the popularity of English has steadily increased. Recent political and military events have undoubtedly contributed to the present extreme eagerness to learn English, but it would be quite unjust to overlook the fact that that eagerness existed also in the dark days. The cinema, of course, does very much to popularize English, but also it is evident that the English-speaking nations have, and will have, far more than others to offer to a country like Turkey in both the technical and the commercial fields—also, one might well claim, in the cultural one. To this is added the fact that, with the rapid development of communications, England will no longer be a rather remote country, but for all practical purposes as readily accessible as Germany.

Not the least of the factors behind this swing towards English is four years of work by the British Council. As it has no concern with political propaganda it has been welcomed and supported by the Turks in its many-sided work for mutual understanding and cultural co-operation.

It seems that every one is clamouring for the opportunity to learn English. The demand for teachers far exceeds the supply, and text-books on English—good, bad, and indifferent—sell like hot cakes. Something is being done already to remedy the lack of teachers of English in schools. The English section of the Faculty of Letters at Ankara has increased vastly in numbers and is extremely active. Among professors, lecturers, and readers there, there are several Britons recommended by the British Council and a number of extremely able and highly qualified Turks. This year, too, a new section has been formed at the Gazi Teachers' Training Centre for English pedagogy under an English professor and with Turkish and British instructors.

This is only a small class of about fifteen, but it is a beginning, and these fifteen and their successors will, no doubt, provide the necessary English teaching in schools. This, however, will take a considerable time, and, meanwhile, the adults are clamouring for lessons for themselves as much as for their children.

Here the problem is quite a different one. Instruction in English is needed immediately, often by people who are very busy in their professions and can only spare two or three hours a week when they are already tired by their day's work. There is no question here of long-term planning to produce teachers, but rather an immediate need for teachers now. There are able and experienced Turkish teachers, but all too few of them, and they are all doing a full-time job. Here the British Council teachers have been able to help and they have been called in by most of the Turkish Government Departments, by the People's Party through its *Halkevleri*, and by large numbers of private groups of students. Among the places to which the British Council has been asked to appoint teachers in Ankara alone are the Ministry of Foreign Affairs, the War School, the Staff College, the State *Conservatoire*, the *Halkevi*, the State Railways, the Faculties of Law, Letters and Science, Five Banks, the Post and Telegraph Administration, the Agricultural Institute, the Gas and Electricity Company, the Mining Research Institute, three of the principal Hospitals, and the Flying Club. In addition, full-time teachers have been appointed to the Commercial School and to the well-known boys' and girls' school of the Turkish Educational Association. One of the ladies also teaches the son and daughter of President Inonu and his aides-de-camp.

All this is handled by a staff of only thirteen teachers, who are so fully occupied that a considerable number of requests for lessons from other centres have had to be refused. These centres are scattered all over the town and sometimes quite a long distance outside. Classes have to be arranged at times when students can attend them. Consequently, teachers spend their days travelling to and fro, with some classes starting as early as 8.30 in the morning and others finishing at 8.30 at night.

The opportunities that these teachers have for establishing healthy, friendly contacts with Turkish people and for giving a good impression of their own country are unparalleled and they are fully awake to

(*Continued on page 450*)

Digitized by Google

OLIVER & BOYD

BACKWARDNESS IN THE BASIC SUBJECTS
By F. J. SCHONELL, Ph.D., D.Lit.
Professor of Education, University College, Swansea.
Essentially practical and of great value to psychologist, teacher, and parent.
New and Revised Edition shortly. Price 20/- net

RIGHT FROM THE START ARITHMETIC
By F. J. SCHONELL, Ph.D., D.Lit., and S. H. CRACKNELL, M.Sc., Ph.D.
Five Books covering the age range 7 + to 12.
Book I (Fifth Impression), 1/4. Book II (Sixth Impression), 1/8. Book III (Fifth Impression), 2/-. Book IV (Fourth Impression), 2/3. Book V (Third Impression), 2/3. Answers to each book, paper, 10d.
Teachers' Books—Interleaved and with Answers.
Books I and II, each 2/9. Books III, IV and V, each 3/-

PROGRESSIVE GEOMETRY: First Stage
By H. W. BRISTER, M.A., and W. G. E. DUKE, M.A.
With a Foreword by Sir T. PERCY NUNN
Second Edition. Price 3/3

A MODERN INTRODUCTION TO SCIENCE: A Four Years' Course
By W. P. D. WIGHTMAN, M.Sc., Ph.D., and A. O. CHESTERS, M.A., B.Sc.
Part I, 2/3. Part II, 2/6. Part III, 3/6. Part IV, 3/9

THE PSYCHOLOGY AND TEACHING OF READING
By F. J. SCHONELL, Ph.D., D.Lit.
The purpose of this little book is to provide some information on what constitutes a scientific approach to the teaching of reading. Price 6/- net

AN ARITHMETIC OF EVERYDAY AFFAIRS
By A. E. HUNT, B.Sc.(Econ.), B.Com.(Lond.).
Limp cloth, 1/4; with Answers, 1/6

COMMERCIAL ARITHMETIC
A Complete Manual of Applied Arithmetic
Revised by G. O. SUTHERLAND, B.Com., F.R.G.S.
Sixth Edition, with or without Answers, 2/9

THE SCIENCE OF LIVING THINGS
A School Course in Biology
By GEORGE A. SCOTT, M.A., B.Sc.
Fourth Edition. Price 3/9

A SUMMARY OF ELEMENTARY CHEMICAL THEORY
By A. E. BELL, M.C., A.I.C.
A useful little book covering the theoretical work of the School Chemistry Course.
Limp cloth, 1/8

Tweeddale Court Edinburgh **OLIVER & BOYD, LTD.** 98 Great Russell Street London, W.C. 1

ARNOLD
LEEDS

Footprints in History
By GEORGE GUEST, B.A.

A series of three books dealing respectively with Ancient, Modern, and British History.

FOOTPRINTS IN ANCIENT HISTORY
4000 B.C.—A.D. 476. *With the dawn of civilization as its starting-place, this book brings to life the great days of Egypt, Babylonia and Assyria, Persia and Phoenicia, and Greece and Rome. The book ends with the fall of the Western Empire.*

FOOTPRINTS IN MODERN HISTORY
A.D. 476 to 1920. *Dealt with in three sections:* The Dark Ages, 476-800; The Middle Ages, 800-1450; The Growth of Personal Liberty, 1450 to the Twentieth Century.

FOOTPRINTS IN BRITISH HISTORY
55 B.C. to our own times. *The main events of British History are here presented in chronological order and their effect on World History discussed.*

The books trace by well-impressed "footprints" the march of leading events and contain many illustrations and maps. Designed for senior students or for the first three years of the Secondary School. Each volume has a detailed index, time charts, and list of important dates.

Each book, limp cloth, 1/6; cloth boards, 2/-

A.L Historical Series
D. V. SEARLE, B.A.

Four books for the Junior School, telling simple stories of incidents in the world's history, using child types to suggest the child's outlook on these events.

Junior Books: HISTORY THROUGH STORY

1 Tales from Many Lands	limp cloth, 1/2; cloth boards, 1/8
2 In the Far-Off Days	limp cloth, 1/3; cloth boards, 1/9
3 Children in the World's Story	limp cloth, 1/6; cloth boards, 2/-
4 The Masters of Oakleigh Manor	limp cloth 1/9; cloth boards, 2/3

Three senior books, whose titles describe the way the matter is presented.

Senior Books: HISTORY THROUGH BIOGRAPHY

5 Caracatus to Caxton	limp cloth, 2/-; cloth boards, 2/6
6 Henry VII to George V	limp cloth, 2/-; cloth boards, 2/6
7 Makers of the Modern World	limp cloth, 2/3; cloth boards, 2/9

E. J. ARNOLD & SON LTD. LEEDS 10

Digitized by Google

their responsibility. What, it may be asked, are the qualities required in such teachers? Obviously the first is technical ability in teaching, for inefficiency is inexcusable in such work. They need sufficient maturity and plain common sense, to save them from an attitude of lofty superiority to what they may find unfamiliar, and enough humour to prevent swollen heads. Friendliness, sympathy, good manners, and a genuine interest in other people are almost equally important since, through their work, the teachers have an almost unique opportunity for making friendly contacts with many sections of the community, starting with the very highest The writer knows of no country where friendliness meets with a more genuine and kindly response, or where a teacher has such an opportunity to increase understanding and cement friendship between his own country and the other. Many close personal friends are made, and most teachers find that their active day does not finish with the last lesson, but continues with evenings occupied in the social life resultant upon contacts made during the working day.

Closely connected with the teaching of English in Turkey is the provision of English books, films, and periodicals, which support and extend the teaching. Under war conditions there has been at times considerable difficulty in this, but we may now expect a vast improvement. Here, again, the British Council has done very much to meet the needs of the Turks who have themselves stimulated the interest in English literature by their own products, such as the works of Halide Edip in English and the excellent translations of English works into Turkish that have appeared in recent years.

So much for the present. For the future it seems that there is every reason to expect a further growth of mutual understanding and interest between Turkey and England, with a continuance of the volume of English learned, spoken, and read. It must be a number of years before teachers can be produced in sufficient quantities to meet the demand for English teaching in the schools, but no doubt the present beginnings will lead to far better things in that direction. As more and more children grow up with a knowledge of English, it is to be supposed that the present urgent demand for teachers for the adults will pass. That, however, is not likely to be for a considerable time, and meanwhile a sufficient supply of teachers chosen from among British men and women of the right type is of the utmost importance. In normal times, there should be no difficulty in securing the right people, since the work is fascinating and conditions of service satisfactory. The Turks are extremely good people among whom to work, and there is always the satisfaction—no mean one—of knowing that one is taking a hand in increasing understanding and goodwill between two nations which have naturally very much in common and have in the past known all too little about each other.

AN EXPERIMENT IN COMMUNAL MEALS IN NEW ZEALAND

By WINIFRED LEE

EIGHTEEN of the twenty children attending the small country school in New Zealand where this and other experiments were conducted lived so far up the steep hillsides that they were obliged to bring their lunches to school. These lunches almost invariably consisted of jam sandwiches. To me, sitting down to a meal of mushrooms, or soup, or salad, it seemed that this was not a particularly appetizing daily diet for the children. Why should they not also enjoy mushrooms, or soup, or salad?

The obstacles seemed fairly large. We had only an open fire with wood as fuel; we had no cooking utensils, no china, no cutlery; there was nowhere to store food or china; there was nowhere to prepare meals. However, after careful thought, I considered none of these difficulties insuperable.

The reluctant or lukewarm support of the parents and School Committee having been obtained (quite a formidable task), the children and I set to work in earnest. There was a great deal of work to be done before we could start cooking. The construction of adequate storage came first. Out of eight empty kerosene cases, each about 2 ft. by 1½ ft. by 1 ft., the big boys undertook to make cupboards. They nearly burst with pride as the two handsome sets of cupboards took shape, and as they demonstrated with true male superiority to me, a mere woman, the 'proper' way of putting on hinges. The little ones painted tins galore, while the girls made enough table-napkins, hemstitched and with embroidered initials, for every one. Within a remarkably short time, the cupboards, gleaming with new paint and stocked with plenty of painted tins, meticulously labelled but empty, were completed.

Now, to fill them. Where was the money to come from? As the Committee had refused to finance us, I advanced the money, which was to be refunded to me from the profits of monthly socials which the children were to organize. (I did get my money back, too.)

The older children, puffed with importance, I took with me to the nearest town, fifty miles away, to make the necessary purchases. Everything—plates, tumblers, egg-cups, cutlery, pots and pans, tablecloth, &c., came to about £15. Staple provisions—flour, sugar, salt, and so on—were bought at the local store, three miles from the school.

By this time, even sceptical parents were becoming visibly interested. One voluntarily donated a long, scrubbed farmhouse table, which seated every one comfortably. Another put up a hinged table in the porch, where meals could be prepared. The boys constructed two miraculous forms which never actually came to bits. (Forms are apparently more difficult to make than cupboards.) They also dug, and walled in, a large hole in the bush-covered hillside on which the school stood, to act as a frigidaire for the butter and cream and other perishables. The girls made apple jelly from the school fruit. Commodities began to roll in—jam, honey, cheeses.

All that remained now was to make satisfactory arrangements for the actual working of the scheme. Together, the children and I made a rota of teams, each consisting of two big children and two little ones, each of which was to take charge of the meals for a week. The children chose their own groups, one consisting entirely of boys. The duties of each group were as follows:

The week's menus had to be planned beforehand, the actual meals for each day. They had to be budgeted for, *i.e.* kept within the stipulated allowance. The group had to be responsible for its own ordering and buying of food. The meals themselves had to be prepared, cooked, and served; the tables set and waited upon; and the washing-up done. Most of this, of course, fell to the two older members of the group, but the younger ones, too, had their duties. They had to be taught to set tables, to

(Continued on page 452)

Digitized by Google

POETRY FOR YOU

Cecil Day Lewis

Crown 8vo. *4s. 6d. net*

"A modern Poet who has had experience as a teacher in school, has written this little book to explain what poetry is and what enjoyment it can give. . . . Mr. Day Lewis's book is intended for boys and girls, but to the teacher of English it will be invaluable."

Times Educational Supplement

THE ECHOING GREEN

Cecil Day Lewis

Book I, 1s. 4d. *Book II*, 1s. 4d.
Book III, 1s. 9d.

An anthology for children, 11–14 years. The author combines a love and knowledge of the classic English poets with understanding and personal achievement in the field of modern poetry.

BASIL BLACKWELL

YOU MAY CARE TO CONSIDER

an alternative course in Geography for pupils who will not take the University Entrance Examination—many of whom will enter Commerce. The undernoted book provides such a course.

A RATIONAL ECONOMIC GEOGRAPHY

By F. L. Fox, B.Sc. Hons. (Lond.), and G. H. Fairs, M.A. With 68 Maps and Diagrams. Cloth, 320 pages. *8s. net.*

Provides the essentials of a course on World Economic Geography. The plan of the book is based on the idea of Commerce as a piece of machinery which performs three main operations—the production of raw materials, the manufacture and the distribution.

Detailed prospectus sent on request

VALUABLE MATERIAL FOR EXERCISES is provided by

GEOGRAPHICAL STATISTICS

A NOTEBOOK FOR STUDENTS, compiled by S. J. Elliott, B.A., and T. S. Goadby, B.Sc. (Econ.) 3rd Edition (revised), limp cloth, 2s. 6d.

GREGG

PUBLISHING CO. LTD.

51 RUSSELL SQUARE, LONDON, W.C. 1

"A distinct contribution towards the solution of the coming post-war problem of what we are to teach."

—THE TIMES EDUCATIONAL SUPPLEMENT

". . . the writer weaves the threads of history and geography into a pattern that appeals to the reason and imagination of the reader. In short, he has produced two fascinating books." —JOURNAL OF EDUCATION

MAN AND HIS WORLD

BY

JAMES MAINWARING, M.A., D.Litt., F.R.Hist.S.

(Lecturer in History, Dudley Training College)

★ I.—THE EVOLUTION OF THE OLD WORLD

CONTENTS:

In the Beginning.
The World.
Primitive Men and their Worlds.
How Man's World was first Extended.
Egypt and the Nile.
The Valleys of the Tigris and Euphrates.
The Greeks and the Eastern Mediterranean.
The Roman Empire.
Gautama Buddha and Jesus Christ.
The Christian Church and the Falling Roman Empire.
The Land and People of Germania.
The Creation of the Mohammedan Empire.
The Development of Western Europe and the Viking Invaders.
Village life in the Feudal Age.
Feudal Christendom.
A Peep at Asia.
The World Trade of the Middle Ages.
New Forces in Christendom.
New Forces in a Feudal World.
The End of the Old and the Beginning of the New.

284 pages. 5¼×8 inches. Cloth boards, 4s.

II.—THE EVOLUTION OF THE MODERN WORLD

CONTENTS:

Portugal and Spain lead the way to the New World.
England's Challenge to Spain.
The Old Order and the New.
French, English and Dutch in North America.
Dutch, French and English in India.
How England gained Canada and lost her Colonies.
The Mercantile Theory and the Revolution in Home Production.
The Survival of the Old Order in Europe.
Napoleon.
The Evolution of Modern Europe.
The Evolution of Modern England.
The Tragedy of Ireland.
Australis Terra—The Land of the South-East.
Canada and the U.S.A.
The Dark Continent.
The British in India.
China and Japan.
Changing the Moslem World.
The World To-day.

372 pages. 5¼×8 inches. Cloth boards, 6s.

Both profusely illustrated

III.—WEALTH AND ITS PROBLEMS *(in preparation)*

★A copy of BOOK II will be sent for inspection if desired. BOOK I (new edition) will not be available for about six weeks.

GEORGE PHILIP & SON LIMITED

32 . FLEET STREET . LONDON . E.C.4

Digitized by Google

arrange flowers, to put away dishes after the washing-up. They were supervised by the older children.

During the week on duty, the children were excused all arithmetic, and sometimes other things if the amount of work warranted it. Sometimes the bulk of the work fell at the beginning of the morning, *e.g.* for soup; sometimes at the end, as for eggs in cheese sauce; but as we worked on a modified kind of Dalton plan no one was interrupted.

This worked smoothly, of course, only after several months. At first, I was obliged to supervise, to assist, and to suggest, nearly all the time. But gradually the children learned to trust their own judgment, both in buying and in venturing new recipes. Besides using a good reliable recipe book, they compiled one of their own. They would search the weekly newspapers for recipes, and try them out at school. If successful, they were entered in the school recipe book by the child concerned and proudly named "Daniel's Pudding", "Douglas's Doughnuts", "Onions *à la* McKay", and so on. Not all their efforts were successes. I remember an extremely sad steamed apple pudding, some sorely mutilated stuffed tomatoes, some bitterly salt stew. But the best of cooks have their off moments, and all this was done over an open fire.

After a few months we discovered that the meals were working out at about 1s. per child per month. The parents, of course, provided many things. We never had to buy jam, or eggs, or milk, or cream, or dripping. Our income was approximately £1 a month, so that we had 5s. a week to spend. Most of this went on bread and butter (when we hadn't enough cream to make our own), flour, sugar, bones for soups, and things to eat with bread and butter, such as dates, raisins, cheese, preserved ginger, marmite, peanut butter, &c. Weekly accounts had to be kept by each group, but the monthly accounts sent to the parents were always kept by the same boy, the treasurer of the School Council of which you will hear more in a later article. He also paid all the bills.

There were often visitors to lunch. Parents in turn were invited regularly. The parson was a weekly guest. Then there was a smattering of M.P.s, school inspectors, educational officers, and sometimes even a whole school. About twice a year the teacher in the next valley managed to squeeze his twelve children into his old but commodious car, and drop over for lunch.

What benefits did the children gain from this scheme, besides a more interesting lunch? Although they had no domestic science at all—they had never heard of proteins and carbohydrates—yet all, boys and girls alike, did gain some practical knowledge of at least one aspect of running a house. They learned the wisdom of planning, of living within their income, of introducing as much variety and surprise as possible into their meals, of presenting their meals appetizingly, of keeping a well-stocked larder. They learned current prices of many foodstuffs. Good table manners gradually, very gradually, became easy, as did the ritual of washing hands and brushing teeth. But above all the children learned to accept and use responsibility, and to use their own initiative. After the first few months I had nothing to do with any of the scheme, except to check the monthly accounts. On one occasion I left the school for three days, during which time the children came to school, did their work, *and* had their meals as usual.

Finally, the children loved the whole thing, except the washing up! The boys were just as enthusiastic as the girls, and just as competent. The vegetable garden assumed a new significance, and eventually provided almost all our needs in vegetables. Enthusiastic plans for keeping bees and hens were well in hand when I was suddenly whisked away by an indiscriminating Fate.

There are countless developments to a scheme like this.

EDUCATIONAL MEETINGS

A CONFERENCE on School and Society, organized by *The Institute of Sociology*, was held at St. Hilda's College, Oxford, from July 26 to August 3 last. A variety of educational interests and activities were represented, including Universities, Training Colleges, Emergency Training Colleges, Schools, Local Authorities, and Industry. Representatives from the Educational Institute of Scotland, members of H.M. Forces, and students from the Colonies were present.

The central topic was the need for an effective synthesis of school and society; in other words, a restatement of educational aims and values in terms of present and probable future economic and social conditions, and the consequent replanning of curricula and methods of teaching. Throughout the Conference, one felt the influence of the new Education Act and a desire on the part of all present to explore the possibilities for imaginative constructive educational reform which the Act offers.

The practical problem before the conference was —how can *all* pupils, not merely a small minority, be prepared to participate fully and effectively in the activities, responsibilities, and satisfactions of both school and society. From this point of view the conference discussed papers on Art, Music, Literature, Science, and Religious Knowledge as media for synthesis. In later sessions, particular attention was given to the *social* aspects of various skills, *e.g.* speech; home-making and family organization; physical exercises; agriculture; handicrafts; and vocational work; and to the relation between skills, competence, success, and the development of a stable, efficient personality.

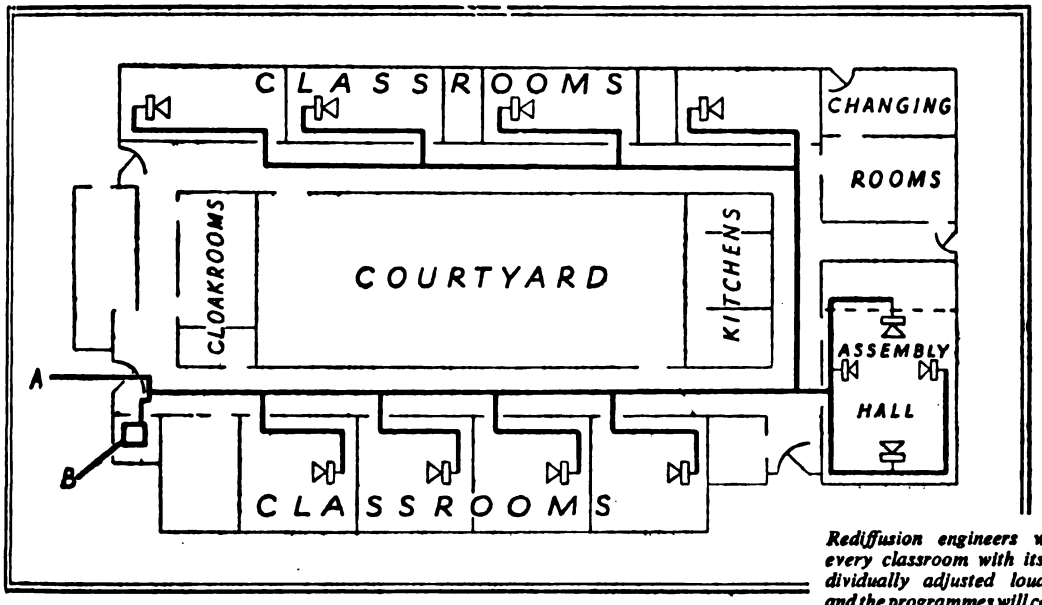
Methods of visual education were explained and illustrated, *e.g.* Isotype displays; Film Strip technique; Documentary Films; and the educative use of Puppets (accompanied by a beautifully produced colour-film showing how marionettes are made and manipulated).

The conference also heard stimulating accounts of the Goldsmiths' College 'pilot' course in emergency one-year teacher-training; Local Survey work in H.M. Forces; and London County Council plans for 'Comprehensive' High Schools (a sounder nomenclature than 'multilateral').

Throughout the conference the close relation between sociological conditions and educational activities was clearly apparent. It seemed that the key to many of the problems now facing both school and society could be expressed in the phrase "Education *through* the environment, rather than education *for* the environment".

(Continued on page 454)

Digitized by Google



Rediffusion engineers will equip every classroom with its own individually adjusted loud-speaker, and the programmes will come either by direct line from the B.B.C. (A) or from a special receiving set (B)

Every classroom can now be wired for radio

A SPECIAL SERVICE FOR SCHOOLS

At present, over one-third of the schools of Britain make use of the B.B.C. Schools Broadcasts to bring interesting material from all over the world into the classroom.

Some of these schools rely on one receiving set placed in a classroom, and this room is then partially reserved for classes using the Schools Broadcasts. But the schools which obtain the very best reception under all conditions are those which have had their radio installed by Rediffusion.

Rediffusion engineers work on the principle that perfect reproduction of the studio performance must be obtained without any strain to hear on the part of the student. With many years of experience behind them, they have become experts in the placing of their loud-speakers and the adjustment of the volume to suit individual rooms. And in order that the whole school need not be assembled in one room to receive instruction from one broadcast, every classroom is wired. Once the service is installed, no class has to be disturbed to hear a broadcast, and it is simple to select the correct part of the programme for each stage in the school curriculum.

Schools in the thirty towns where Rediffusion is available to the ordinary subscriber for entertainment purposes, receive their programmes by direct wire from the B.B.C. studios. They might be in the studio itself, so clear is the reproduction.

In towns where the entertainment service does not operate, Rediffusion engineers will supply a special receiving set as well as installing all the necessary loud-speakers. Once the system has been installed throughout the school, all that radio can offer for educational purposes is available at the touch of a switch.

Rediffusion also equips factories for paging and factory music

REDIFFUSION

BROADCAST RELAY SERVICE LTD.

CARLTON HOUSE, REGENT STREET, LONDON, S.W.1

operates in the following areas:

BANGOR (CO. DOWN), BARROW, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

ı, the wish being frequently expressed that a
ʏ of gramophone records of 'live' broadcasts
ɔe founded for lending records to colleges
ıls.

roadcasting for the Secondary Grammar
ıs the subject of a week-end Conference
ıt University College, Nottingham,
rtesy of Principal H. A. S. Wortley.
ı organized by *The Central Council*
ting in co-operation with Mr.
Ed., Director of Education
was attended by masters
ndary grammar schools
Nottingham.
dcasts for the secon-
e educational and
discussed, with an
nature and extent
ondary grammar
to which such
forms of an
signed for the
for secondary

il of British
ı on August
the chair,
with regard
in Europe
and with
ies. These
workers to
teams" or
12, or 24
e now 66
teams, 7
of teams
in Yugo-
displaced
amps and
ıg distri-
ying and
nergency
tives and

a of the
zone in
lisplaced
ı camps,
n every
may be
are in
d some
Arrivals
xample
which
e of 8
beyond
ıedical

Digitized by Google

NIVOC

CATALOGUE OF PREPARED MICROSCOPE SLIDES

Anatomy, Botany, Entomology, Minerals
Zoology, Pond Life, etc.

A limited number now available. A copy will be sent to Science Teachers upon request

W. & J. **GEORGE & BECKER** LTD
ESTABLISHED 1872

17-29 HATTON WALL, LONDON E.C. 1
Telegrams: Becker, Hatton Wall, London

157 GT. CHARLES ST., BIRMINGHAM 3
Telegrams: Chemistry, Birmingham

Registered Trade Mark

LABORATORY FURNISHERS AND MANUFACTURERS OF SCIENTIFIC APPARATUS. BALANCES AND WEIGHTS. CHEMICALS AND REAGENTS

INDIA The real Key to Indian Progress is the Christian education of its women.

National stability can best be attained when material progress in Science and Art is matched by the moral and spiritual progress which springs from Christian education.

C.E.Z.M.S., in response to the call from the Church in India, is helping to train, equip and send out qualified Christian teachers for leadership in Christian education under the auspices of the Church in India.

Qualified Educationists are urgently required as Recruits, as also are the funds for their training and support.

Please send enquiries to:

Church of England Zenana Missionary Society
19/21 Conway Street, Fitzroy Square
London, W. 1.

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

Digitized by Google

PERSONAL NOTES

WE welcome the appointment of Miss Ellen Wilkinson as Minister of Education, and of Mr. Arthur Jenkins as Parliamentary Secretary to the Ministry, and hope that they will have a long and fruitful tenure of office.

Miss Wilkinson was educated at the Ardwick Higher Elementary School and the Stretford Road Secondary School. She has represented the Jarrow Division of Durham since 1935, and served the Coalition Government as Parliamentary Secretary, first of the Ministry of Pensions and then of the Ministry of Home Security. In 1915 she was appointed National Organizer of the National Union of Distributive and Allied Workers, and from 1923 to 1926 was a member of the Manchester City Council. She was Chairman of the Labour Party during the year 1944–45. She has shown her versatility in her writings—*The Division Bell Mystery*, *Why Fascism?*, *The Town that was Murdered*, and a number of articles in various journals. Her recreations are given in *Who's Who* as chess and reading. Miss Wilkinson has the honour of being the first woman to serve as Chief of the Education service.

Mr. Arthur Jenkins was educated at Varteg Council School, a private school in France, and Ruskin College, Oxford. He has represented the Pontypool Division of Monmouthshire since 1935. He was private secretary to Mr. Attlee in the Coalition Government, and in 1945 became Parliamentary Secretary to the Ministry of Town and Country Planning in that Government. Until the age of 20 he worked as miner in a South Wales coalfield, and was a vice-president of the South Wales Miners' Federation. He has written various articles mainly on local government and mining.

* * *

At a meeting of the Fellows held on July 29, Mr. Benedict Humphrey Sumner was unanimously elected Warden of All Souls College, in succession to Dr. William George Stewart Adams, who has retired on reaching the age limit. Dr. Adams was appointed Warden in 1933. He was educated at Glasgow University and was a Snell Exhibitioner of Balliol College, Oxford. During the last war he was employed by the Ministry of Munitions and was Secretary to the Prime Minister from 1916–1919. He has been a member of numerous committees and commissions, and was founder and editor of *The Political Quarterly*. He has lectured in the U.S.A. and in Canada, and in 1931–2 was a member of a delegation to China from the Universities China Committee. In 1920 he became Chairman of the National Council of Social Service, and he is at present Chairman of the National Federation of Young Farmers' Clubs. Indeed, there is hardly any social movement in this country which has not profited by his wise counsel and inspiring influence.

Mr. Sumner, who was born in 1893 and is unmarried, was a scholar of Winchester and then of Balliol, and was elected Fellow of All Souls in 1919. He served in the last war, but was invalided home and completed his war service at the War Office. He was a member of the British delegation to the Versailles Conference, and joined the staff of the International Labour Office, serving at Geneva from 1920–22. In the latter year he returned to Oxford, and became Tutor in Modern History at Balliol, of which college he was elected Fellow in 1925, resigning his fellowship of All Souls in consequence. Until the outbreak of the present war he was engaged in teaching, but in 1939 he joined the staff of the Royal Institute of International Affairs. In February last year he was appointed to the chair of History in the University of Edinburgh. Mr. Sumner is an authority on Russian history, his best known publication being *Russia and the Balkans*, 1870–1880, published in 1937. A work of broader scope, entitled *Survey of Russian History*, appeared early this year. He was recently elected a Fellow of the British Academy.

* * *

The Minister of Education has appointed Mr. Ben Bowen Thomas, M.A., to be Permanent Secretary to the Welsh Department of the Ministry in succession to Sir Wynn Wheldon who retired last month, and has been appointed Chairman of the Welsh Church Commission in succession to Sir Arthur Griffith-Boscawen. Sir Wynn was the third to hold the office, the first two being Sir Alfred T. Davies and Sir Percy Watkins.

Mr. Thomas, who is 46 years of age, was educated at the University College of Wales, Aberystwyth, and Jesus College, Oxford. He was Warden of the Coleg Harlech from 1927–40, when he was appointed Director of Extra Mural Studies at the University College of Wales, Aberystwyth. Since 1941 he has been seconded to the Ministry of Labour and National Service first as Chairman of the West-Wales Manpower Board and later as Chairman of the South-Wales Manpower Board at Cardiff.

* * *

The Scottish Education Department announce the appointment as from August 1, 1945, of a new Assistant Secretary, Mr. Allan George Rodger, O.B.E. In 1929 Mr. Rodger was appointed Lecturer in Education and Psychology at the Edinburgh Provincial Committee Training College, occupying this post until September, 1935, when he was appointed one of H.M. Inspectors of Schools and was attached to the Western Division. In the early months of the war Mr. Rodger was transferred to Departmental Headquarters for special duties, in which capacity he has served until the present time.

* * *

Mr. A. C. Cameron, M.C., M.A., Secretary since 1935 of the Central Council for School Broadcasting, and since 1936 of the Central Committee for Group Listening, has retired from these positions owing to eye trouble. He has been succeeded by Mr. R. N. Armfelt, M.A., formerly Secretary to the Devon Education Committee and since 1941 an Assistant Controller in the B.B.C.

* * *

Sir Peter Innes, C.B.E., is retiring early next year. He has served for twenty-six years as Chief Education Officer for Birmingham. His educational activities have covered a very wide field, including membership of the Burnham Committee, the University Grants Committee, and the Ministry of Labour Committee on Juvenile Employment.

* * *

Mr. Raymond Irwin, County Librarian of Lancashire, has been appointed Director of the School of Librarianship at University College, London.

(*Continued on page 458*)

Digitized by Google

TOPICAL
•
TRAVEL
•
LITERATURE
•
NATURAL HISTORY

SCIENCE
•
DRAMATIC AND MUSICAL RECITALS
•
ART

ALL SUBJECTS ARE COVERED BY
THE 1945-6 LIST OF LECTURERS
AVAILABLE ON APPLICATION TO

The Lecture Agency
(late Gerald Christy) (licensed by L.C.C.)
125, CHARING CROSS ROAD, LONDON, W.C.2
Tel.: GER 5660 (16 lines) Telegrams: Foylibra, Westcent, London

SCHOOL APPOINTMENTS
ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES: SCHOOL SECRETARIES
LADY MATRONS: HOUSEKEEPERS: LADY COOKS
Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.
Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT
Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* REGent 2803
CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W.1

A Comprehensive Guide to Running a Successful Youth Club

YOUTH CLUB WORK

By SID G. HEDGES [redacted]

How to start and organize a Youth Club by an author who has had wide and varied experience of youth club work. Topics dealt with include club leadership, premises, equipment, organization, activities, etc.

"Contains a wealth of suggestion and information."—*Manchester Guardian.*

"Mr. Hedges provides material which he is very competent to write."—*Teachers' World.*

PRICE 3/6 (postage 2d.)

NATIONAL SUNDAY SCHOOL UNION
104-105 Newgate Street London, E.C.1

NEW R.E.P. BOOKS for Teachers

THE ALL-TRUE READERS
Four new titles in these popular booklets for Juniors and young Seniors:
UP FROM AN ORANGE BOX
ON THE ISLE OF DEATH
LION OF THE EAST
ON THE RED INDIAN TRAIL
Thrilling adventure stories from real life that appeal to hero-worship. Attractive coloured covers.
4d. each (postage 1d.) or 1s. 6d. the set, post paid.

MUSIC IN THE SCHOOL ASSEMBLY
by Dr. E. O. PAYNE, B.Sc.
An invaluable guide for the musical side of school worship (Day or Sunday school) by an experienced headmaster and Church organist. Price 2s. 0d. net. (postage 2d.)

The Religious Education Press, Ltd.
Wallington, Surrey

He wants to see

for himself

Pictures not only satisfy lively curiosity where objects are concerned but, by translating abstract ideas into images, they simplify many a teaching problem. A series of educational films dealing with 'discussion subjects' in a graphic manner has been created for the Gas Industry by some of our greatest documentary producers. More than 20 titles are available free to approved borrowers. Ask your local Gas Undertaking for details, or post this coupon.

POST COUPON FOR LATEST FILM LIST

The Secretary, British Gas Council, 1, Grosvenor Place, London, S.W.1. Please send, without obligation, details of your educational films including recent productions, and booking form.

NAME.....

ADDRESS.....

.....

(Post in unsealed 1d. stamped envelope)

FB

Digitized by Google

Mr. A. W. Clegg, the Deputy Education Officer, has been appointed Education Officer to the West Riding County Council in succession to Mr. A. L. Binns.

* * *

Mr. H. W. Brand, Assistant Education Officer for Bristol, has been appointed Director of Education for Bath, in succession to Mr. A. W. Hoyle, who is retiring.

* * *

Miss M. G. Green, senior mistress at William Holland School for Boys, Manchester, has been appointed Headmistress of Colston Girls' School, Bristol, as from January 1 next.

The Royal Society of Arts have awarded a silver medal to Mr. F. A. Mercer, Editor of *Art and Industry*, for his lecture on "The Industrial Design Consultant".

* * *

We congratulate Mr. A. P. Herbert, Member of Parliament for Oxford University, on the conferment upon him of a knighthood in the recent awards of Resignation Honours.

* * *

We regret to announce the death, on August 6, of Mr. de V. Payen-Payne, at the age of 79. He was Principal of Kensington Coaching College and was the author of a number of books intended for students of French. He was for many years a valued contributor to *The Journal of Education*.

TOPICS AND EVENTS

Arts and Theology.—The Ministry of Labour and National Service have announced the impending release from the Forces under Class B of the Government's demobilization scheme of 3,000 students for arts courses at the universities. These students, who must have had a minimum of three years' service and have attained scholarship standard, will thus be able to begin courses of study next October—in many cases a year earlier than if the normal operation of release under Class A had been followed. Since 1942 arts courses at the universities have been virtually suspended, and the present decision has been made because of the serious shortage of university-trained men to fill posts in the public services, the professions, and the administrative branches of industry and commerce. In addition, in view of the serious shortage of ministers of religion, it has also been decided to release under Class B 1,500 theological students who have been recognized as candidates by the responsible Church authorities, preference being given to those who had begun their training before the outbreak of war.

Appointments Department.—The Appointments Department of the Ministry of Labour and National Service has been reorganized in order to meet the needs of men and women from the Forces or other forms of war service who will be seeking to resume or start their careers in the higher ranks of industry, commerce, or the professions in the interim period between the defeat of Germany and the defeat of Japan and subsequently in the post-war period.

The supply of persons to fill posts of a professional, administrative, managerial, or technical character is the focal point of the Department's activities. The Department also provides a careers advisory service which collects information on training facilities for various professions and callings and on the prospects of employment therein. An introductory handbook and a series of pamphlets on careers have been prepared for the guidance of those engaged in any form of war service and will be obtainable at all the Offices of the Department as soon as printing is completed. Information regarding the Further Education and Training Scheme and the Disabled Persons (Employment) Act, 1944, may also be obtained at the Appointments Offices. These Offices are situated in thirteen large centres of population and their addresses and telephone numbers are set out in a leaflet, issued by the Ministry, St. James's Square, London, S.W. 1.

The Appointments Department is divided into two branches. The Central (Technical and Scientific) Branch deals with professional engineers, scientists, architects, land agents, surveyors and valuers, and the work of this branch is conducted centrally in London. Its address is Sardinia Street, Kingsway, London, W.C. 2. The Appointments Branch deals with persons having professional, administrative, managerial and executive qualifications or experience, and with persons having technical qualifications other than those appropriate to the Central (Technical and Scientific) Register. Enrolments can be made at any of the thirteen Appointments Offices. In the case of certain posts of national importance and overseas vacancies the procedure is regulated by the London Office.

Teaching as a Career.—The Ministry of Education have just published a pamphlet, *Teaching as a Career*, which contains much useful information and salutary advice for men and women released from the Forces and other forms of national service who are contemplating entering the teaching profession. We hope to deal with this pamphlet in our next number.

Education in the Forces.—The Ministry of Education do well to bring to the notice of local education authorities and of principals of art and technical colleges the facilities which exist for adult education within the Services. We have already commented on the admirable schemes recently put into operation in the Army. It should not be imagined that either the Admiralty or the Royal Air Force fall behind in this matter. Their Educational and Vocational Training Schemes, fundamentally the same, take into account the particular conditions and difficulties to be found within each Service. Navy Education Officers have been supplied with a wisely compiled book of notes on adult education generally which ranges well beyond any particular scheme such as E.V.T. It discusses the many approaches to adult education and places emphasis particularly on the value of the discussion group. It deals in turn with the use of the lecture, the film, the workshop, the formal class or course, the library, the information room, the arts club, and the dramatic group. An admirable address list is added which covers associations and councils of education, information bureaux, and manufacturers and distributors of craft materials and tools. Although much of the instruction in each of the three Services

(Continued on page 460)

Digitized by Google

UNIVERSITY OF ST. ANDREWS

Chancellor : The Right Honourable The EARL BALDWIN OF BEWDLEY, K.G., P.C., LL.D.
Rector : Air Vice-Marshal Sir DAVID MUNRO, K.C.B., C.I.E., M.A., M.B., Ch.B., F.R.C.S.E., LL.D.
Principal and Vice-Chancellor : Sir JAMES COLQUHOUN IRVINE, C.B.E., Ph.D., D.Sc., LL.D., D.C.L., F.R.S.
Dean of the Faculty of Arts and Adviser of Studies in the Faculty of Arts, St. Andrews : Professor J. N. WRIGHT.
Dean of the Faculty of Science and Adviser of Studies in the Faculty of Science, St. Andrews : Professor R. J. D. GRAHAM.
Dean of the Faculty of Medicine and Adviser of Studies in the Faculty of Medicine, Dundee : Professor W. J. TULLOCH.
Dean of the Faculty of Divinity : Professor D. M. BAILLIE.
Adviser of Studies in the Faculty of Arts, Dundee : Professor E. T. COPSON.
Adviser of Studies in the Faculty of Science, Dundee : Professor A. D. PEACOCK.
Adviser of Studies in the Faculty of Medicine, St. Andrews : Professor P. T. HERRING.
Adviser of Studies in Dental Surgery : Professor H. GORDON CAMPBELL.
Adviser of Studies in Law : Mr. H. J. CARLTON.
Secretary : DAVID J. B. RITCHIE, B.L.

Opening of Session, 1945-46, Tuesday, October 9, 1945

Preliminary Examinations begin August 16 and March 18. Entries due July 20 and February 5.
Degrees : M.A., B.Litt., B.Phil., D.Litt., B.Sc., B.Sc. (Engineering), D.Sc., M.B., Ch.B., M.D., B.D., Ph.D., B.D.S., M.D.S., B.L.
Diplomas : D.P.H., L.D.S., D.P.D., Diploma in Education.

UNITED COLLEGE, ST. ANDREWS ARTS, SCIENCE & MEDICINE

Principal : Sir JAMES COLQUHOUN IRVINE

Undergraduate Classes include Latin, Greek, English, French, German, Hebrew, Philosophy, Moral Philosophy, Psychology, Political Science, Economics, Education, Administration and Organization of Schools, Mathematics, Applied Mathematics, Natural Philosophy, Astronomy, Chemistry, Zoology, Botany, Geology, Geography, Modern History, Medieval History, Ancient History, Anatomy, Physiology.

Courses in Advanced Study, Laboratories and Library Available for Research Students (Candidates for Degree of Ph.D., &c.) in : Chemistry, Natural Philosophy, Mathematics, Astronomy, Botany, Geology, Anatomy, Physiology, Latin, Greek, Hebrew, English, French, German, Philosophy, Experimental Psychology, Moral Philosophy, Economics, Political Science, History, Education.

Scholarships for Research Students.—Four Scholarships of from £160 to £135 awarded by the University annually. Tenure 2 to 4 years. Other Scholarships are open to students of the College.

Residential Entrance Scholarships for Men.—Seven or eight of £100 each, open each year, tenable for four years, competed for annually in June.

Second Year Residential Exhibitions.—Three of £65 tenable for two years by students reading for Honours Degrees.

Entrance Bursaries (competed for in June) number each year about 21, ranging in yearly value from £50 to £12, in addition to 15 or 16 Bursaries in the gift of patrons from £100. Tenure, 3, 4, or 5 years.

Other Bursaries.—Fourteen or fifteen Bursaries open to Second, Third, Fourth, or Fifth Year Students, ranging in value from £45 to £20.

Residence Halls for Men Students.—St. Salvator's Hall, Deans Court, and Swallowgate.

Residence Halls for Women Students.—University Hall, and MacIntosh Hall.

Recreation and Physical Training.—Golf Links, Recreation Fields, Gymnasium, Swimming, Unions for Men and Women Students.

UNIVERSITY COLLEGE, DUNDEE

ARTS, SCIENCE, MEDICINE AND LAW
Principal : ANGUS ROBERTSON FULTON, D.Sc.

Undergraduate and Diploma Classes.—Mathematics, Applied Mathematics, Physics, Chemistry, Botany, Zoology, Anatomy, Physiology, Geology, Geography, Latin, English, French, German, Philosophy, History, Education, Engineering, Electrical Engineering, Psychology, Administration and Organization of Schools, Scots Law, Conveyancing, Civil Law, Jurisprudence, Constitutional Law and History, Evidence and Procedure.

Courses of Advanced Study, Laboratories, and Library available for Research Students (Ph.D. candidates, &c.) in Chemistry, Physics, Zoology, Botany, Geology, Anatomy, Physiology, Engineering (Civil, Mechanical and Electrical), English, French, German, Mathematics, Education.

Entrance Bursaries (competed for in May).—Nine of from £50 to £40, tenure 3 or 4 years; one of £30, 1 year.

Other Bursaries.—Three of £30 for Second, one of £50, one of £30 and one of £25 for Third Year, two of £30, one or two of £50 and three of £25 for fourth and fifth year Students. Tenure, one year.

Scholarships for Research Students.—Four of £100. Tenure, 1 year. Other Scholarships are open to students of the College.

Residence Hall for Women Students.

Recreation and Physical Training.—Recreation Field, Gymnasium, Students' Union.

CONJOINT MEDICAL SCHOOL, DUNDEE

Instruction in Medical Subjects for Degrees of M.B., Ch.B., and B.D.S., Diplomas in Public Health, Dental Surgery, and Public Dentistry, Clinical Courses at Royal Infirmary, Dundee Dental Hospital and other Medical Institutions in Dundee. The first two years of the Medical Degree Course are taken at the United College, St. Andrews, or University College, Dundee.

Courses for Research Students.—Ophthalmology, Bacteriology, Obstetrics, Medicine, Surgery, Pathology, Clinical Pathology and Dental Surgery.

William Low Residence for Medical Students during Clinical Study.

INCLUSIVE FEES FOR CURRICULA

Ordinary Degrees.—M.A., £59 17s. ; B.Sc., £119 14s.; B.Sc. (Engineering), £119 14s.; M.B., Ch.B., £192 ; B.D.S., £140 ; B.L., £44 2s.
Honours Degrees.—M.A., £79 16s. ; B.Sc., £133 7s.
Diploma Courses.—L.D.S., £112 ; D.P.D., £36 15s. ; D.P.H., £36 15s.
Matriculation Fee.—£2 12s. 6d.
Degree Fees (Examination).—M.A., £7 17s. 6d. ; B.Sc., £9 9s. ; M.B., Ch.B., £34 13s.; B.D.S., £26 5s.; M.D.S., £15 15s.; B.L., £7 17s. 6d. (To be increased from Oct., 1944).
Diploma Fees (Examination).—L.D.S., £15 15s.; D.P.H., £10 10s. ; D.P.D., £5 5s.

Pamphlets (free) regarding Preliminary Examination, Bursaries, Graduation in Arts, Science, and Medicine, Advanced Study, Research and Higher Degrees, Residence Halls, &c., may be had from the SECRETARY.

The University, St. Andrews. *July*, 1945.

COACHING

WOLSEY HALL, OXFORD (founded in 1894), prepares candidates by correspondence for all exams. leading to London University Degrees ; Teaching Diplomas of Oxford, Cambridge, London, and other Universities ; A.C.P., L.C.P. ; Non-examination Courses on the History and Practice of Education, and other subjects. Students prepared for Matriculation, Leaving Exams., Locals, Professional Prelims, &c. Tutorial Staff of 60 Graduate Teachers. Free Prospectus from C. D. PARKER, M.A., LL.D., Director of Studies, Dept. E., WOLSEY HALL, OXFORD.

WOMEN'S EMPLOYMENT

will be of INTEREST to YOU

because . . .

- For 45 years it has helped and encouraged girls and women to decide on Careers.
- It tells you where to be trained.
- The Appointments Department finds you posts when you are trained.
- Women's Employment is the leading fortnightly publication on Careers, with articles written by women who head their profession.

HELP YOURSELF by becoming a subscriber TO-DAY.

From 11/- *per annum post free.* 5/6 *half year*

THE WOMEN'S EMPLOYMENT PUBLISHING CO., LTD., Terminal House, London, S.W.1
Bureau lic. L.C.C.

THE BEDFORD FROEBEL TRAINING COLLEGE FOR TEACHERS

14 The Crescent, Bedford

TRAINING COLLEGE FOR TEACHERS AND SCHOOLS

Recognized by the Ministry of Education

Principal : Miss MARGARET SPENCE

Students are prepared for the Examinations of the National Froebel Foundation.

Practice in Primary and Secondary Schools.
Course of Training, three years.
Fees with Residence, £124 to £130.
Fees without Residence, £45 per annum.

For further information respecting Courses, Bursaries, and Residence, apply to the SECRETARY.

THE INCORPORATED

FROEBEL EDUCATIONAL INSTITUTE

TRAINING COLLEGE FOR TEACHERS, GROVE HOUSE, ROEHAMPTON LANE, S.W. 15

CHAIRMAN : L. G. MONTEFIORE, O.B.E., M.A.
PRINCIPAL : Miss E. M. JEBB, M.A.

Students are prepared for the Examinations of the National Froebel Foundation.

Prospectus and all particulars as to Scholarships, Bursaries, and Grants from the Ministry of Education, may be obtained from the REGISTRAR.

UNIVERSITY OF MANCHESTER

THE SESSION COMMENCES ON THURSDAY, OCTOBER 4

PARTICULARS of any of the following Faculties or Departments may be obtained on application to the Registrar : Arts, Science, Law, Medicine, Music, Economic and Social Studies, Theology, Technology, Education, Dentistry, Pharmacy, Public Health, Architecture, Geography, History, Education of the Deaf. Prospectuses of General Information. Advanced Studies in History. Post-Graduate Courses in Medicine, Course for Teachers of Young Children. Fellowships, Scholarships, Exhibitions and Prizes, Public and Evening Courses, Extra-Mural Department, Appointments Board.

Digitized by Google

will be found naturally from within, art and technical colleges will prove of great assistance in those places where accommodation and transport are available.

The British Council.—The British Council, on the occasion of its tenth anniversary, has issued a comprehensive record of its achievements which it would be an understatement to call impressive. Founded to promote a wider knowledge of the United Kingdom and develop closer cultural relations with other countries, the Council finds that one of its primary tasks is to build up a knowledge of the English language. The number of adults learning English with the aid of the Council had grown from 10,000 in 1940 to over 60,000 last year. In the Near and Middle East elementary instruction is now replaced by more advanced tuition. Methods of teaching differ according to the needs of each country, but the teaching staff insists on the importance of the spoken language, and, wherever possible, applies the findings of the most up-to-date research. Libraries, periodicals, films, music, and other cultural material are available. To give only a few figures, students of English in Sweden number 5,232, in Spain 3,536, in Portugal 1,146, and in South America 25,000.

An important part of the work is the award of scholarships to enable promising students of all kinds, from undergraduates to savants, to visit the United Kingdom and learn something of British methods. This year there are 161 British Council Scholars, and 332 Allied Nationals receiving financial aid, and over 100 private students whom the Council has been able to assist. Since 1939 the Council has brought here over 600 students from the Dominions, Colonies, and other countries, including Afghanistan, China, Turkey, and Zanzibar. Social activities form an integral part of the programme for student visitors. When travelling facilities are once more available, exchange visits by teachers will be regularly organized. Even this summer fifty teachers from liberated Europe have come to meet fifty British teachers and learn of current educational developments.

During the war, the Council's teachers in the United Kingdom have worked in close co-operation with the military education authorities in teaching English to large numbers of Allied Servicemen and to foreign civilians who had to learn the language before they could work in factories. Short leave courses, attended by over 10,000 students, have been held in universities and technical colleges. International courses for secondary school pupils have also been arranged, also a course of studies on "The Elizabethan Age" for members of the United States Forces at the request of the Information and Education Division of the U.S. Army Authorities.

In 1942 the Council invited the Ministers of Education of the Allied Governments established in the United Kingdom to attend a Conference under the chairmanship of Mr. R. A. Butler. Meetings became periodic and developed into the Conference of Allied Ministers of Education, with numerous commissions examining questions affecting educational rehabilitation and long-term educational co-operation.

The Council has made British books and periodicals available overseas on a very large scale. Over the last two years alone 650,000 books have been provided, and many thousands of learned periodicals have been presented or sent in exchange to 116 different parts of the world. The circulation of the monthly review, *Britain To-Day*, has risen from 20,000 pre-war to nearly 134,000. *Monthly Science News* has a total circulation of 63,000.

The great value of films has been fully realized. Many of the Council's films such as "Steel", "Colour in Clay", "Queen Cotton", and "Surgery in Chest Disease" have been recognized as remarkably successful and valuable documentaries. The medical films have been in great demand for showing to doctors and nurses in the U.S. Forces. Plans for over forty other films are under consideration.

We have perforce omitted to mention other aspects of the work that is being done, but we have said enough to show how valuable it is.

A French Questionary.—The French Ministry of Education have issued an exhaustive questionary addressed to teachers in French secondary schools. The questions cover, among other things, the effects of the war, pupils' interests and tastes, their moral attitude, relations between pupils and the school, between pupils and teachers, between parents and the school, between teachers and the families of the pupils. The questionary ends by asking:—"In your opinion how can the school best be organized to make of it a real centre of education? Have you made any special experiments? Have you acquired any experience which would be useful to report because of its similarity with experiments made in France? Have you any knowledge of the suggestions and wishes of the families of the children who attend your school?" The Conference of Allied Ministers of Education, through its Commission of Inquiry on Special Educational Problems in the liberated countries, has prepared a simplified questionary based upon this document for the benefit of other governments who may wish to make a similar inquiry.

London University.—The Report of the Principal of the University of London for 1944–45 contains the statement "We must have back at the very first moment compatible with the national interest our staff and our buildings". The past year has been most encouraging for the number and scale of the benefactions which have come to enrich the university's resources. He points with less satisfaction to the continuance during the year of the reduced war-time level of the annual block grants from the University Grants Committee and the London County Council, but is not without hope that these cuts may be made good in the near future, perhaps even retrospectively to April 1. The home counties and the county boroughs have continued to make their usual grants. London has always welcomed a large number of oversea students. Their prospects under present conditions are gloomy. The Treasury is well disposed towards London and to other universities, both in respect of current and capital expenditure. To meet the cost of implementing the recommendations of the Good-enough report on medical education, an additional £1,000,000 is being voted. The London medical schools will receive substantial grants.

College of Aeronautics.—Air Chief Marshal Sir Edgar Ludlow-Hewitt, G.B.E., K.C.B., C.M.G., D.S.O. has been appointed Chairman of the Board of Governors of the College of Aeronautics for post-graduate instruction in Aeronautical Science and Engineering, which, as announced in the House of Commons in October last, is being created in accordance with the recommendations of the Committee presided over by Sir Roy Fedden, whose

Digitized by Google

Report was issued last year. Invitations are being extended to the Governments of the Dominions and India who may wish to associate themselves with the College to appoint representatives on the Board of Governers. Preliminary steps are now being taken with a view to opening the College some time in the course of next year in temporary accommodation to be provided at Cranfield, pending the provision later of permanent premises.

London County Council.—The Education Committee recommends that from the beginning of the Autumn Term 1945, the aggregate annual holidays be the same for primary and secondary schools; that such aggregate be twelve weeks a year, including ten days in term time for mid-term and other occasional holidays; and that the aggregate holidays of the teaching staff in nursery schools be the same as for primary and secondary school teachers even if the nursery schools remain open for more than forty weeks a year.

Consideration has been given to the extra salary allowances to be given to 15 per cent of the number of qualified assistant teachers under the Burnham Report. For this year it is proposed that 1,800 awards should be made approximately as follows:—900 posts of special responsibility in grammar and junior technical schools; 350 posts of first assistant in secondary (non-grammar) and primary schools; 30 posts of assistant in charge of evacuated school parties, &c.; 20 special posts held by supernumerary handicraft masters and domestic subjects teachers; 150 posts reserved in the interests of teachers on war service; and 350 other posts of special responsibility in secondary (non-grammar) and primary schools or special schools.

Kent.—The Advisory Committee of Teachers has discussed the question of clerical assistance in schools and has recommended that, in fixing the amount of assistance which should be allowed to a particular school, regard should be had to the number of pupils in the school and that some account should be taken of the additional work caused by the needs of senior children.

An article in the *Kent Education Gazette* speaks of a foaming cataract of official publications bearing a highly incongruous cargo ranging from the modest intimacy of "Orange Juice Jelly containing vitamin C" to the bleak sublimity of "Instruments, Articles of Government and Rules of Management". It is added that, so long as these regulations are widely drawn so as to encourage local initiative and to preserve freedom to experiment and develop, teachers and members of the public will welcome the essential framework which they afford.

Canteens in Youth Clubs (3d. net, H.M.S.O.) contains information and suggestions to assist those concerned with the organization of club canteens to provide club members with a variety of nourishing and attractive light meals. There are sections on "Food Office Negotiations", "Keeping Records", "Rations Available", "Canteen Equipment", "Care of Equipment", "Simple Storage of Foodstuffs", "Organization of Workers", "Organization of Service", "The Preparation of Meals", "Snack Meals", "Hot Snacks", "Cold Snacks", and "Catering for Special Occasions". Staff and students of the Leicester Training College of Domestic Science have co-operated with one of the Ministry's expert advisers in the preparation of this pamphlet.

(*Continued on page 462*)

Because the moon rotates at the same speed as it travels round the earth, nobody has seen four-fifths of the other side of it.

Who cares—except the astronomers? Most of us find it difficult enough to see all sides of the day-to-day problems of this world. Hence the popularity of The Listener, for a clear and helpful account of affairs is given in the broadcast talks it prints each week.

The Listener

Every Thursday 3d

A *BBC* PUBLICATION

Digitized by Google

The Education Act.—A lucid pamphlet entitled *The New Education Act—A Talk to Parents* has been issued by the National Union of Teachers. It sets forth clearly the chief provisions of the Act and insists that it is for parents to see to it that the local plan includes everything that is possible. It should do good in helping people to realize that much spade work will be necessary before the Act can become effective.

Diploma in Biblical Studies.—In response to a widely-felt need for a more adequate training on the part of those who give, or may be called upon to give, religious instruction in schools, the University of Leeds has decided to reopen the course for the Diploma in Biblical Studies which has been suspended during the war. The course, which extends over two years of part-time study, will begin in October, 1945. The compulsory lectures, of which there will be two in each week, namely on Tuesday evening, are designed to give the teacher an adequate literary, historical, and comparative knowledge of the Old and New Testaments. The lecture courses are open to all whose education has been such as to enable them to profit by attendance at them. Applicants for admission should state their educational qualifications. Early application for admission is desirable and should be made to the Registrar in any case not later than Saturday, September 22.

Course for Teachers from Liberated Europe and U.K.—Nearly one hundred teachers from France, Denmark, Norway, Czechoslovakia, Greece, Belgium, Luxembourg and from all parts of the United Kingdom, assembled at Dulwich College, where they attended a course jointly arranged by the Ministry of Education and the British Council. Throughout the two weeks' duration of this course—the first of its kind—the teachers lived in the College buildings, by kind permission of the Governors and the Master, Mr. C. H. Gilkes, M.A. Their programme was divided between lectures and visits to places of interest in and around London. The lectures, which were given by men and women well-known in the world of education—among them public-school headmasters and H.M. Inspectors of Schools—were all devoted to various aspects of education. Periods were set aside for the Allied teachers themselves to talk about the educational systems in their own countries. The British Council looked after the teachers' social programme. This included a tour of London; an all-day drive through Kent; a reception at the Goldsmiths' Hall; a visit to the B.B.C; an evening at a "Prom"; an afternoon at Eton College to meet the Provost, Sir Henry Marten; a morning at Middlesex schools; a day at Oxford, and on the evening before their departure a visit to London theatres.

Adult Education.—The British Institute of Adult Education are holding their annual conference at the City Literary Institute, Stukeley Street, London, W.C. 2, on September 21 and 22. The subject for discussion is "New Reponsibilities for Adult Education", and speakers include General Sir Ronald F. Adam, Bart., K.C.B., D.S.O., O.B.E., Adjutant General to the Forces, Mr. A. L. Binns, Chief Education Officer Elect for Lancashire, Mr. W. O. Lester Smith, Director of Education for Manchester, Mr. C. R. Morris, Headmaster, King Edward VII School, Birmingham, and Miss Caroline Haslett, C.B.E., Director of the Electrical Association for Women.

Frustration and Fulfilment.—The Provisional National Council for Mental Health have arranged a series of lectures on "The Psychology of Frustration and Fulfilment in Adult Life" to be held concurrently during October and November in Sheffield, Leeds, Bradford, Manchester, and Liverpool. A similar series held last year in London and Birmingham proved highly successful. The Council are also holding a series of ten weekly lectures in Bristol, beginning October 12, on "Human Relationships in the Modern World". Full details of both series may be had from the Secretary, Public Relations Department, Provisional National Council for Mental Health, 39 Queen Anne Street, London, W. 1.

Red Cross and St. John Fund.—At the final meeting of the Educational Appeal Committee of the Duke of Gloucester's Red Cross and St. John Fund, it was reported that donations from schools, colleges, youth clubs, etc., sent direct to Headquarters, would total at least £400,000, and that this figure probably represented not more than half the money subscribed. Nor was the support of schools confined to money collections. In the early stages of the war, they took a very active part in salvage and the collection of metal foil; and, later, polytechnic students made chess-sets for the use of the wounded in hospital, the boards being painted by some of the girl students. This was at a time when sets were otherwise almost unobtainable. The girls of a convent school cleverly designed and built a miniature Red Cross hospital in cardboard, which produced £50 for the Fund.

Educational Films.—British Instructional Films Ltd, pioneers of educational films, are to make films for schools once again and, in association with Pathé Pictures Ltd., will go into production immediately. A full programme of class-room films has been prepared, in consultation with educational authorities, and a new production unit is already at work. In addition to film technicians, British Instructional Films have engaged Mr. David Welsh, a well-known teacher who has won a reputation in Scotland as an authority on school films. Miss Eve Scrimgeour, M.A., will act as manager of B.I.F.'s Educational Department. The new Department will be directed by Mr. Howard Thomas.

Ministry of Education Publications :—

Circulars :

No. 33A states that because of the difficulty which the Appointments Board for Newly Qualified Teachers is finding in placing certain teachers with special qualifications in areas where the quota vacancies remain unfilled it has been decided for the time being to remove the quota limits. Newly qualified trained teachers may now be appointed without limitation, but teachers already appointed within the 1945 quotas are not authorized to seek new appointments.

No. 58 refers to the Local Authorities Loans Act, which came into operation on August 1, 1945, and to the procedure to be followed by local authorities when borrowing money.

No. 60 is explanatory of Form S.B. 3 on which local authorities are asked to make a return each month in respect of building projects estimated to cost more than £500 and less than £5,000.

No. 61 refers to Revised Regulations for Further Education which bring together the Regulations for Further Education (Grant Regulations No. 6)

Digitized by Google

and the Adult Education Regulations (Grant Regulations No. 14), thus covering in one set of Regulations the whole field of further education, other than county colleges.

Grants will be payable on programmes instead of on individual classes, and provision is made for assisting the less formal type of course or class for which an increased demand is expected in the immediate post-war period. Requirements are laid down to secure consultation between the various voluntary bodies concerned and the local education authorities so as to ensure that needs and possibilities shall be reviewed on an area basis.

No. 62 refers to plans for the training of young blacksmiths to meet the growing demands for the overhaul and repair of agricultural machinery due to the increasing mechanization of agriculture.

Administrative Memoranda:

No. 74 refers to the termination of the arrangements made with the Ford Emergency Food Vans Trust for the use of their specially fitted vans for the transport of school meals, and to their possible purchase by local education authorities.

No. 76 accompanies a memorandum on training in oriental languages which has been sent to headmasters of recognized boys and mixed secondary grammar schools.

No. 77 gives further details of the Government's policy in regard to the release of teachers from the Forces under Class B of the Re-allocation Scheme, announced in *Administrative Memorandum* No. 64.

No. 78 refers to resettlement training for persons released from the Forces and from other work of national importance.

No. 79 gives general guidance to local education authorities regarding the employment of persons who do not fall within the categories of teachers set out in the schedules to the Primary and Secondary Schools (Grant Conditions) Regulations and paragraphs 9 to 15 of *Circular* 30.

No. 80 accompanies a Memorandum of Guidance (supplementing *Administrative Memorandum* 436) on registration of male persons born between October 1, 1927, and September 30, 1928. The memorandum sets out interim arrangements for the reservation and deferment of calling up, of certain students and school boys, of this age group.

No. 81 states that the position as regards supplies of food, fuel, clothing does not justify any immediate relaxation in the Domestic Front Campaign which has represented a very valuable contribution to the war effort. The Minister therefore hopes that this work will not be discontinued.

No. 82 refers to the employment by local authorities of German prisoners of war on works of civil engineering etc., and sets out the conditions which govern such employment.

No. 83 refers to some possibilities of obtaining accommodation for educational purposes additional to those set out in *Circulars* 48 and 56, *e.g.* premises no longer required for storage or as small workshops. Particulars of such premises are kept by the Board of Trade.

Form 31aU refers to 20 Royal Scholarships, 11 Studentships and 8 Whitworth Scholarships in science to be awarded in 1946. Details can be obtained from the Secretary, Ministry of Education (Awards Branch), 14–22 Lennox Gardens, London, S.W. 1, the Scottish Education Department, or the Ministry of Education (Northern Ireland).

ASPIRIN (acetylsalicylic acid) is the most widely used medicament for the relief of pain. 'Alasil' is aspirin but with an important difference. In 'Alasil' Tablets aspirin of the best quality is allied with 'Alocol'—a powerful antacid and stomach sedative.

Because of this scientific combination 'Alasil' Tablets are acceptable to everyone—even to those with delicate digestive systems. Thus 'Alasil' Tablets provide all the pain-relieving qualities of aspirin with additional advantages.

Widely prescribed by medical and dental practitioners and specialists, 'Alasil' Tablets give sure relief from Toothache, Headache, Neuralgia; all forms of Rheumatic Pain and Periodic Pains, also for Digestive Disorders due to acidity.

Alasil Tablets

Aspirin with a Difference

In Bottles, 1/11½ *and* 1/5 *Cartons,* 6d. N188

The Royal Dental Hospital of London

SCHOOL OF DENTAL SURGERY

(UNIVERSITY OF LONDON)

LEICESTER SQUARE, LONDON, W.C.2

Men and Women Students are admitted for the Curriculum for the B.D.S. Degree and the L.D.S. Diploma in October, January and May

HOSPITAL PRACTICE. The School is furnished with modern equipment, and the Clinic of the Hospital is unrivalled. Students may attend the operations in the In-Patient Department, and chair-side instruction is given in Advanced Operative Technique and Orthodontics.

DENTAL PROSTHETICS. The Mechanical Laboratory is a spacious and fully equipped department, under the direction of the Lecturer in Prosthetics.

HOUSE APPOINTMENTS. Six Senior House Surgeons and fifteen ordinary House Surgeons are appointed every year.

SCHOLARSHIPS. A number of Scholarships, Bursaries and Prizes are awarded annually, including an open Entrance Scholarship of £50.

Applications for further particulars and School Calendar are invited by the DEAN.

Digitized by Google

NEW BOOKS

THE TECHNIQUE OF DISCUSSION

By Dr. J. MACALISTER BREW, National Association of Girls' Clubs, author of *In the Service of Youth*

THE discussion-group technique as it is called, that is to say, the art of imparting information and informal education through discussion rather than through lecturing, has become deservedly popular in the war years and has met with outstanding success in many of the services and in many branches of civil defence work.

Unfortunately, as is the habit for most things that become fashionable, too much has sometimes been claimed for the method and still more often too many people have embarked on it because they do not realize how much preparation is needed for any worth-while activity. It has become the fashion in too many groups met together for informal education to greet an unexpected gap in the programme with the remark " Let's have a discussion ", as though it were a new sort of fish and chips and a far, far better thing than the old-fashioned debate, which at its very worst always ensured that two speakers had prepared something to say. The result is that in certain circles the discussion method itself has fallen into disfavour; so-called discussion groups have failed to survive their birth-pangs; complaints have become numerous that, even where they do survive, the result is merely " a lot of hot air ". Hence the time has come when, if the discussion technique is not to be entirely discredited, a great deal more attention must be given to the art of conducting discussion groups and too much must not be claimed for the method itself. Much of the art of leading discussion groups lies in the realization, on the one hand, that discussion is no substitute for factual information, and therefore the factual information must be incorporated in the discussion by some means or other, and that, on the other hand, informality is no substitute for preparation—indeed, the more informal one's method of education is, the more time one must give to the preparation of one's material.

The Services perceived the danger a long while ago and devoted a great deal of attention to providing a certain amount of training for discussion-group leaders. Such training is not possible for everybody, but guidance is possible, and the first three books mentioned below do offer such guidance.

K. S. Spreadbury's book[1] is the most valuable of its kind that has yet appeared. It contains a useful preliminary chapter on the merit and value of the discussion group and an analysis of other methods of stimulating interest in current affairs. This leads on to a very useful chapter on the function and technique of the group leader and the way in which to plan a group meeting. Above all, the author does not fall into the error of nearly all admirers of the discussion-group method, the error of thinking that the discussion group can afford to ignore the expert. In fact it makes an interesting plea for inviting the expert to the discussion group so that he can at least be questioned even if he does not lecture. The book concludes with detailed plans of a few sample discussions and gives some consideration to the various methods in which they might be tackled. One could wish that this section had been expanded even if it had been at the expense of one of the other sections. The book ends with a lively chapter on words and visual aids, and some amusing illustrations enliven the whole.

J. Windsor Musson's book[2] contains only one chapter on method, but this is a very useful one. It is followed by an analysis of five discussion themes with very valuable hints on the method of introducing them. The rest of the book contains forty-five classified discussion topics with shorter notes on possible methods of treatment. The topics cover a range of social and economic, education and political problems. As though this were not enough, there is a further appendix of subjects and a very useful list of reference books. Altogether the book is a mine of information for the type of leader who moans, " What can we discuss next ? "

To Start You Talking[3] contains an interesting and well-written account of the youth broadcasts in the " To Start You Talking " series. The success of these programmes has been unquestioned. There has been a very high listening audience and groups of young people in all parts of the country have reacted to them very favourably. Here again various techniques are shown, the technique of using a guest expert, of the more ordinary type of discussion, of using a dramatic interlude which sets a problem or certain aspects of a problem which it is hoped the young people will pick up in the discussion which follows. The preparation and the production of the programmes are dealt with in detail, and nine selected scripts are given in full. For any one anxious to use radio as an aid to discussion, this book should prove both interesting and valuable.

The W.E.A. pamphlet[4] in their " Topics for Discussion Groups " series is another very useful publication on technique, and contains some useful advice on how to deal with both the too talkative and the too silent members of a group. One is unhappy, however, at the references to the blackboard, since the introduction of the blackboard in the discussion group invariably drives young people out through the door, though perhaps their elders are more restrained. Discussion must instruct without appearing to do so, and alas to most of us the blackboard is the symbol *par excellence* of formal teaching. When people have the sort of mental digestions that can swallow a blackboard, they are usually capable of digesting the more formal classes in economics and politics, and should be encouraged to join them.

The next two books are written for a specific age group—the adolescent. *Round the Clubroom Fire*[5] lists whole series of topics for discussion under the promising titles of " How we Work; " " How we Use our Spare Time; " " How we Live with our Fellow-Countrymen and with Other Nations; " " Right and Wrong (dealing with Lying, Gambling, and Swearing); " and " What we Believe ".

Each section is the work of a different author and is based on questions drawn up by the Young People's Committee of the British Lessons Council. Unfortunately the promise of the headings to each series is not always fulfilled in the leaders' notes which follow. The whole book has a slightly old-fashioned flavour, rather reminiscent of the " popular debater's handbook " literature of a past generation. Nevertheless, any leader in search of inspiration on how to deal with topics would receive much help from this book if he were prepared to ignore this occasional heavy-handedness.

Mr. Keating's book[6] deals with one subject—sex education in the club—but it justifies its place in a series devoted to discussion books because it goes

Digitized by Google

very thoroughly into the whole question of sex education for young people. The author speaks with that voice of practical experience which is invariably discernible, and this, together with Bibby's recently published book, should give very valuable guidance to youth leaders who are hoping to deal with sex in discussion groups.

The fact that two such well-established organizations for adult education as the W.E.A. and the Association for Education in Citizenship should issue pamphlets[7, 8] ranging from such subjects as schools to social security, and from racial problems to films, is a further indication of the diversity of factual information which is in demand by the really intelligent discussion group leader.

All these pamphlets are clearly written and contain helpful suggestions and good book lists. One wonders, however, how much danger lies dormant in the discussion-group technique when one finds that even on such a matter as the films it is possible to tell which body compiled the material without reference to the title page. One would question the advisability of using *Law and Justice* as an introductory leaflet on English law—a system of law which, when all is said and done, is justifiably the admiration of the world—without some references to its main safeguards as well as its main defects. It is good, however, to notice that at least a few people are becoming interested in the law in a country where one of the first legal maxims is that ignorance of the law excuses no one.

All these books, however, leave one vaguely disturbed. Their usefulness is unquestionable as is the value of the factual material provided and the bibliography, but all the books in this last section are a little 'sixth-form'. One realizes that they are primarily designed for leaders of groups, but unfornately even the leaders of discussion groups are not always at the sixth-form level, and in this matter of education through discussion we seem at the moment to have evolved a technique which is valuable for those at the kindergarten stage, and a technique which is invaluable for those at the sixth-form stage, but how to pass from one to the other still seems to be a matter of trial and error. All education which is real must be progressive, and there is a definite need for a book which will give guidance on how, given a kindergarten discussion group, one can get them to the lower fourth before passing them on to the dizzy heights of the university entrance candidate.

[1] **The Discussion Group Leader.** By K. S. SPREADBURY. (2s. net. Harrap.)

[2] **Organized Discussion.** By J. W. MUSSON. (5s. net. Crowther.)

[3] **To Start You Talking:** a Collection of Scripts, with Introductory Sections by C. MADGE, A. W. COYSH, and G. DIXON, and a Commentary on the Reactions of Listening Groups by I. MADGE. (6s. net. The Pilot Press.)

[4] **W.E.A. Topics for Discussion.** Introductory: Discussion Groups and their Leadership. (3d. W.E.A.)

[5] **Round the Club-room Fire:** Informal Talks for Youth Clubs on Problems of Work, Leisure, and Relationships. Edited by E. H. HAYES and R. G. MARTIN. (3s. 6d. net. Religious Education Press.)

[6] **Sex Education in the Club.** By L. E. KEATING. (1s. 6d. net. Religious Education Press.)

[7] **W.E.A. Topics for Discussion.** No. 1: People and Politics. No. 2: What about Race? By W. E. STYLER. No. 3: What kind of School? By S. B. CARTER. No. 4: Law and Justice. By Dr. R. WINNER. No. 5: Can We Conquer Unemployment? By P. ADY. No. 6: The Films. By S. B. CARTER. (3d. each.) No. 12: Philosophy

(Continued on page 466)

Teach children

KERB DRILL

See that they always do it and set a good example by doing it yourself.

1. *At the kerb* **HALT**
2. **EYES RIGHT**
3. **EYES LEFT**
4. **EYES RIGHT AGAIN**
   then if the road is clear
5. **QUICK MARCH**
   Don't rush
   Cross in an orderly manner

2

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS',
Dept. F, 13 Victoria Street, Huddersfield

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

and Life. By J. M. CAMERON. (4d.) (Workers' Educational Association.)

Unless We Plan Now. No. 9: Problems of Population. By R. M. TITMUSS. No. 10: The Cinema. By E. LINDGREN. No. 12: Democracy and Local Government. By D. M. GOODFELLOW. No. 13: Women in the Post-war World. By BARBARA DRAKE. No. 14: Social Security. By JOAN S. CLARKE. No. 15: The Content of Education. By E. LINDGREN. No. 16: Planning Our Country. By J. F. ALDBURGHAM and E. E. HALTON. (Handbooks for Discussion Groups.) (4d. net each. Published for the Association for Education in Citizenship by the English Universities Press.)

TEACHER IN AMERICA

By CHARLES DOUIE, Secretary, Ramsay Memorial Fellowships Trust; late Secretary of University College, London

PROFESSOR JACQUES BARZUN* began his apprenticeship to teaching at the age of 9 in France during the war of 1914–1918 when, owing to the shortage of teachers, the "Lancaster" system was adopted in France. At the age of 17, having joined his father in the United States, he was coaching two graduate students, middle-aged men, in the French educational theorists—Rabelais, Montaigne, and Rousseau. He is now Professor at Columbia College. The reader will be curious to know why he postponed his entry to his chosen profession to so late a year as nine, for it is clear that the most drastic measures could do nothing to stop Prof. Barzun from thinking or teaching. He does not even resent the dire poverty of the teacher in America, though he does say: "And how becoming for the richest civilization on record to number its men of learning among the lowest grade of routine office workers—once cleric, now clerical", and, though shocked, he was not surprised to read an article by the wife of a college professor entitled "Ouch! How that white collar pinches!"

There are twenty-one chapters in Prof. Barzun's book, each provocative of thought. The desperate reviewer is driven finally to counsel reading it, the whole of it. "The Classics off the Shelf", "Your I.Q. or Your Life", "Adults, Workers, and Marriageable Girls", "The Ivory Lab", if read in any staff common-room, would probably lead to the breaking of old friendships; for Prof. Barzun's beliefs are passionately held, and Gallic wit and urbanity do not wholly conceal his passions. To savour the book fully, the reader must not be lightly provoked, and this review will record only certain passages in which ideas having a wide currency among teachers are particularly well expressed.

"The whole aim of good teaching is to turn the young learner, by nature a little copycat, into an independent, self-propelling creature, who cannot merely learn but study—that is, work as his own boss to the limit of his powers. This is to turn pupils into students, and it can be done on any rung of the ladder of learning."

"With all its grave faults, the French secondary-school system does successfully emphasize the importance of attention. Perhaps it limits it too much to verbal matters, but in the *lycée*, as soon as children are old enough to know what they are about, a *faute d'inattention* is accounted worse than an error in substance. . . . It is not enough to say that when the matter is interesting the pupil will be interested and will attend: every branch of learning involves drudgery and it is there that attention is most required. . . . It is needless to add that the teacher must not rest content with demanding attention: he must command it."

"In some teachers a large class filling a sloped-up amphitheatre brings out a wonderful power of emphasis, timing, and organization. The speaker projects himself and the subject. . . . That is why their hearers never forgot Huxley lecturing, nor Michelet, nor William James. Plenty of facts can be conveyed, too—the more highly organized the better; but in the hands of a great lecturer it is feelings and principles that illuminate the soul as does a perfect play or concert."

"Samuel Butler has defined the canonization of books by teachers as 'the meanest revenge that dullness can take upon genius', and this is so painfully true that in the life of a teacher who feels not only humble before genius but exhilarated by it, there come moments when he would gladly banish it and its works from the class-room. . . . Imagine the paradox of what might be called the Shakespearean destiny. At one moment in history, *Macbeth* is the latest thing out—a rattling good play—horror, murder, thrills, ghosts, with good poetry thrown in free. It could, should be, and was, described in Hollywood terms. Gradually it becomes last year's success, then old stuff, then quaint old stuff. More time and it rises from its ashes, but transformed into a 'text'. Scholars peck at it like domestic fowl. The play is 'early' or 'late'. It exemplifies the 'second manner' or the use of the supernatural. Children are made to feel guilty for failing to remember where the climax comes. In due course, the name 'Shakespeare' stands for a consecrated bore, with the odd result that once in a while a good stage performance surprises everybody into feeling that 'it isn't so bad after all'."

"To me the fact of main significance is that when Women's Rights were won and women's colleges established, they were organized as exact counterparts of men's colleges. In this regard, the subjection of women is still complete, though modified in form. They still prove their equality by striving for identity—in ways of learning, in subjects taught, in academic ritual."

"Meanwhile let us be clear about the role of the classics: they are worth studying as examples of *how* to think, not of *what* to think. We shall be acting most like Dante or Newton or Pascal if we think thoughts very different from theirs but having the same potency for our times that their thoughts had for their times."

But Prof. Barzun asks too much of historians. He quotes Byron, who, writing to a friend, advised him how history ought to be written: "Too blind to avert danger, too cowardly to withstand it, the most ancient government of Europe made not an instant's resistance; the peasants of Unterwald died upon their mountains, the nobles of Venice clung only to their lives." So wrote Hallam, but historians should not be singled out among scholars for a special test in eloquence before they are permitted to write.

* **Teacher in America.** By JACQUES BARZUN. (Little, Brown & Co., Boston, in association with the Atlantic Monthly Press.)

TRAINING FOR INDUSTRY

By Dr. A. H. STUART, lately Head of the Mathematical Department, Hackney Technical Institute

SIR FREDERICK HANDLEY PAGE made a most interesting statement to the Royal Aeronautical Society recently on the past achievements and future prospects of the aircraft industry. He

Digitized by Google

pointed out that, while the numbers employed in the industry in peace time will necessarily be less than those absorbed by the industry during the war, the standard of skill required will be higher. He gave an outline of the training courses which the Handley Page Company have inaugurated at their works at Cricklewood and which are set out in detail in a well-illustrated brochure.[1] Three types of apprenticeship are offered. The Graduate Apprenticeship Course is designed to provide practical workshop training for engineering students, both during their period of study for and after the attainment of a University Degree. Students are enrolled under an agreement to work in the factory during the whole of the two Summer vacation periods in their 3-year Degree Course, and for a further two years after obtaining a Degree. No premium is required and wages are paid. The Technical Apprenticeship Course is of a comprehensive nature and covers extensive practical training in the Company's works with concurrent theoretical training at the Northampton Day Engineering College at Clerkenwell. The Trade Apprenticeship Course is designed to train skilled artisans in one of seven engineering trades, selected by the Apprentice. During the apprenticeship, attendance is required at a local Technical College where courses are arranged to provide theoretical knowledge necessary to supplement the training received in the workshops. Applications for apprenticeships should be made to the Apprentice Supervisor at the works. Attention is drawn to the fact that The Society of British Aircraft Constructors, Ltd., each year awards a number of Scholarships to students who, for financial reasons, are unable to enter for the normal Apprenticeship grades. Particulars of these may be obtained from the Royal Aeronautical Society, 4 Hamilton Place, London, W.1.

There is probably no form of mutual service among men which receives more criticism than the various catering trades, and yet no industry has in the past received less attention from educationists. It is true that some laudable ventures have been made, especially by the London County Council, but taking the country as a whole, the training facilities available have been very meagre in view of the number of men and women engaged in the industry, estimated at over a million.

When the Education Act of 1944 becomes operative, the attendance of all young people who have left a full-time school will be required, until the age of 18, at a County College or other approved centre, for part-time "further education" which will in most cases include some form of vocational training. In view of the magnitude of the catering industry it is gratifying to find with what care and foresight the Catering Trades Education Committee have prepared their Interim Report.[2] This little brochure of twenty-six pages gives a concise account of the general structure of the catering industry and the various types of technical skill and specialized knowledge necessary for those engaged in its many branches.

Early contact was made by the Committee with the Catering Wages Commission and close co-operation between the two bodies has been maintained throughout the discussions. It was felt that first consideration should be given to a short-term policy for providing (*a*) suitable short intensive courses for those who will become new entrants to the industry during the reconstruction period, and (*b*) Refresher Courses for those returning to the industry as they are released from war work.

(*Continued on page 468*)

UNIVERSITY CORRESPONDENCE COLLEGE

Founded 1887

Founder: WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.Sc.
Principal: CECIL BRIGGS, M.A., M.C.
Vice-Principal: ARNOLD SAXELBYE, M.A.CAMB., B.A.LOND.

Arts Director: G. L. COCKLE, M.A.OXON.

Science Director: GEORGE WALKER, PH.D.CAMB., M.Sc.SYD.

COURSES OF STUDY

for London University Matriculation, Special Entrance, Intermediate and Degree Exams.; also for School and Higher School Certificates (Oxford, Cambridge, Northern Univ., and others), Pre-Medical, Law, etc.

U.C.C., with its staff of highly qualified tutors, has for over fifty-seven years successfully prepared many thousands of students for examinations by means of its specially planned courses of instruction. The College is an Educational Trust, not conducted primarily as a profit-making concern, its main objects being the efficiency of its courses and the success of its students. Fees are low and may be paid by instalments. In the event of failure tuition is continued free of charge.

PROSPECTUS

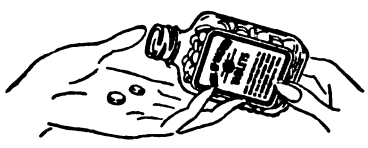
giving full particulars of U.C.C. Courses (mention examination), may be obtained post free from the REGISTRAR,

14 BURLINGTON HOUSE, CAMBRIDGE

'Milk of Magnesia' (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession



'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

Digitized by Google

The main problem, however, is to provide facilities for training those in, or entering, the catering industry as employees and likely to remain so. The number employed in the industry is out of all proportion to the amount of suitable training which has, in the past, been available. In addition to developing this type of training in existing technical colleges, it is suggested that Regional Schools of Catering should be established and kept in close association with the industry through Advisory Committees.

Basic Training is suggested in the many branches of the industry, and post-basic courses in those branches which call for it, for those students capable of deriving benefit. The latter part of the brochure gives detailed syllabuses of work considered suitable for all the basic training courses, and in a series of appendices statistics are tabulated of the establishments of different types and the employees involved. These give an adequate estimate of the magnitude of the problem.

To all interested in the future of technical education and training this brochure is of great interest, and the Committee are to be congratulated on the concrete nature of its proposals. Much careful thought has been given to detail which should make the development of such a scheme a perfectly straightforward matter.

In the early part of 1944 the Building Apprenticeship and Training Council issued its first report on the recruitment and training of personnel for the building industry. This report was reviewed in *The Journal* for June, 1944. The Second Report[3] of this Council has now been published and, like its predecessor, is characterized by precise statement of fact and the absence of platitudes. The whole position of the numerical strength of the industry, actual and desirable, is reviewed, and the unpleasant fact is beyond dispute that the number of apprentices entering the industry is quite inadequate. Means of improving the position are put forward in which employers and education authorities are asked to cooperate. The recommendations made in the first report to encourage apprentices by maintaining a record and register by Joint Apprenticeship Committees are extended.

The report then stresses the need for (*a*) Senior Full-time Courses, (*b*) Senior Part-time Day Courses, and (*c*) Junior Education for Building. In each case the existing facilities have been investigated and practical recommendations are made for their extension and improvement. There is an interesting section dealing with the present position of Vocational Training given in the Home Office Approved Schools, and recommendations are made to these schools, to Joint Apprenticeship Committees, and to employers to encourage and extend this type of training for crafts related to the building industry.

Apprentices to the building industry whose training has been interrupted by war service have not been forgotten, and schemes are recommended for absorbing these young men into the industry and offering them facilities for completing their training. In an appendix there is an analysis of the numbers involved in this category, the total running into 78,000.

In addition to the long-term policy with which this report deals so effectively, the Council gives details of a scheme for meeting the existing emergency. Recommendations have been made to the Ministry of Works that the Government should launch a scheme based upon the principle of apprentices erecting buildings under the guidance of craftsmen instructors. Near examples of this type of training have in the past been carried out with success at technical institutes, Home Office approved schools, and Borstal institutions, and the Council commends the scheme to industry and to local authorities.

This brochure of forty pages contains much food for thought for all in any way connected with technical education and for those associated, directly or indirectly, with the building industry.

The British Association for Commercial and Industrial Education has recently issued to its members and others who are interested a little booklet[4] dealing with the provisions of the 1944 Education Act in so far as they affect commercial and industrial establishments. The Council of the Association is a very strong body which includes representatives of many large industrial organizations and well-known educationists, and the advice given is very sound and eminently practical. The booklet deals primarily with the attendance of employees under the age of 18 at a County College or similar institution for one day a week or its equivalent, and urges employers to set up the necessary machinery before this attendance is made compulsory by an Order in Council, either by the creation of suitable schools as part of the works or, if the numbers involved do not justify this, to approach the local education authority at once with a view to making the necessary arrangements well in advance of requirements.

It is refreshing to find that the memorandum faces up to the fact that technical training of selected personnel for highly specialized work is not the whole of the problem. The rank and file of semi-skilled or unskilled workers and those doing pure repetition work must have educational facilities provided. It is pointed out that, if " further education " means a continued study of academic subjects, disaster is certain. Some excellent suggestions are made for this class of employee. It is worthy of note that a " Handyman Course ", including bricklaying, plastering, decorating, metal-work, and household repairs has proved very successful in one case in which " blind alley " employment is inevitable.

A wealth of wisdom is crowded into the eight pages of this memorandum, and these are followed by an appendix weighing the relative merits of Works Schools and County Colleges. A useful bibliography is also included.

[1] **Aeronautical Engineer Apprentices, April, 1945.** (Handley Page, Ltd., Cricklewood, London, N.W. 2.)

[2] **Catering Trades Education Committee Interim Report, March, 1945.** (6d. 23 Queen's Gardens, London, W. 2.)

[3] **Building Apprenticeship and Training Council.** Second Report. (9d. net. H.M.S.O.)

[4] **First Memorandum on Education of Young Employees in Industry** : Part-time Education in accordance with the Requirements of the Education Act, 1944. (British Association for Commercial and Industrial Education, 107 Baker Street, London, W. 1.)

Miscellany

The Social Servant in the Making: a Review of the Provision of Training for the Social Services

By ELIZABETH MACADAM. (6s. net. Allen & Unwin.)

The day of " slumming " as a pastime for the well-to-do is now happily past, but social work is still too often regarded as primarily a service for the ' relief ' of material or moral distress. Miss MacAdam rejects any such negative conception ; her vision of social service embraces every constructive effort to create

Digitized by Google

equal opportunities—physical, economic, intellectual, and spiritual—for all. Hence this admirable book is as much concerned with the education of the Administrative Grade Civil Servant as of the family case-worker; and in addition to a penetrating review of past and present training in Social Studies, it contains much challenging and original thought on educational matters beyond its immediate subject. The keynote throughout is the need for breadth and unification in provision for training.

The author advances strong arguments in favour of the university as the only satisfactory training centre—arguments of particular interest in view of recent divided opinion on the same problem as affecting teachers. Assuming thenceforth a university as centre, Miss MacAdam's later chapters include a number of valuable suggestions regarding not only the content of social study courses, but more especially the integration of university training within the wider requirements of the community, both regionally, through local survey and research, the intake of 'field workers' as part-time university staff, and the establishment of extra-mural sub-centres, and nationally through closer co-ordination with statutory services.

The author's concern that these services often fail to recruit the most able and highly-trained social workers leads her to propose, in addition to improved salaries and status, firstly a new road of entry into the Higher Civil Service Grades for persons of greater maturity and experience than the present age limits permit, and secondly, general adoption of the principle, accepted so far for Youth Leaders and Probation Officers, of State-subsidized training for social work.

It is particularly opportune that this excellent and thought-provoking book should appear at a time when a vast new statutory social service is being launched, the success or failure of which will depend largely on the quality of the social servants who will implement it. To all concerned with their recruitment and training, a study of Miss MacAdam's ideas is particularly recommended, for theirs is the opportunity to make her conception of a creative, rather than a remedial, social service, a living reality in this country. E. Y.

Modern Languages

Le Silence de la Mer

By "VERCORS". Edited, with Notes and Vocabulary, by T. MARK. (2s. Macmillan.)

Every one has heard of this classic of the German occupation. France's slow disillusionment is seen through the eyes of an invader, who envisages, through Franco-German rapprochement, the union of Beauty with the Beast, of the powers of darkness with those temporal. The book is heavy with implacable silence and suspense. Sixth forms could read this with profit. Its vocabulary is none too generous, and contains words doubtless unknown to some pre-war teachers.

H.S.C. French Composition and Translation

By Dr. M. S. STORR. (7s. 6d. Nelson.)

This two-year course is recommended. The friendly and informative practice translations; the revision of grammar *via* the footnotes, the juxtaposition of French and English passages containing similar material (so that prose composition may derive from unseen translation) are all excellent features. One must agree with the author that translation from French, fetish though it has become, can throw valuable light on France itself. This presupposes that the teacher of languages shall be *intimately* acquainted with the appropriate country. Only thus can the study of languages acquire sufficient depth. I. C. T.

Religious Knowledge

National Basic Outline of Religious Instruction

(2d. N.U.T., Hamilton House, Mabledon Place, London, W.C. 1.)

There would have been no Education Act of 1944 had not the Churches and the teachers faced squarely their long-standing differences and solved them with good will and good sense. One result of this better understanding is that religious instruction is statutory and compulsory in all maintained and aided schools. But what form of instruction? Even the most widely-used agreed syllabuses have been subject to criticism from both sides. Now every local education authority must adopt or compile an agreed syllabus, which clearly must be Christian but not sectarian. What can an authority's conference rely upon as acceptable to all the Churches (other than the Roman Catholic) and to teachers as a body? How is it to use to the full its freedom and initiative and yet be sure that, while achieving local harmony, it is not in conflict with those who speak for the Churches and the teachers in the nation as a whole?

The *National Basic Outline of Religious Instruction*, prepared by a Committee of Representatives of the Joint Conference of Anglicans and Free Churchmen, the Association of Education Committees and the National Union of Teachers, supplies a cheering answer and forms a notable landmark of unanimity in our educational progress. It is not a national syllabus: if it were used as a syllabus in any school the purpose of the bodies responsible for it would be largely frustrated. It is offered to local authorities as an aid in compiling syllabuses which, however greatly they differ from each other (as they should), include the essentials of Christian teaching as found in the Bible and pay due regard to the developing capacities of the pupil, from the nursery school to the post-certificate stage. The project was conceived long before the Education Bill was passed. Much care has been devoted to carrying it out, and Sir James Aitken, as Chairman of the Committee, may justifiably feel that something of far-reaching importance has been attained. Whether the conferences convened by local authorities use it or not they will be well advised to study it. Few are likely to be other than grateful for the help it affords and for the expression it gives to a great common conviction.

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C. 1

FOYLES
FOR BOOKS
Large Stocks of Educational Books
119-125 CHARING CROSS RD., LONDON, W.C. 2
Telephone: GERrard 5660 (16 lines) Open 9–6 including Saturday

Digitized by Google

THE COLLEGE OF PRECEPTORS

(Incorporated by Royal Charter, 1849)

BLOOMSBURY SQUARE
LONDON, W.C. 1

MEMBERSHIP

Registered Teachers, and others who have passed an examination satisfactory to the Council, are eligible for membership of the College. Particulars may be obtained from the Secretary.

DIPLOMA EXAMINATIONS

The Examinations of Teachers for the Diplomas of A.C.P. and L.C.P. are held during the Winter Vacations. The Regulations may be obtained from the Secretary.

PROFESSIONAL PRELIMINARY EXAMINATIONS

Preliminary Examinations for intending medical, dental, and pharmaceutical students are held in March, June, September, and December. The Regulations may be obtained from the Secretary.

THE CENTRAL SCHOOL OF SPEECH TRAINING AND DRAMATIC ART

(Incorporated)

ROYAL ALBERT HALL, LONDON, S.W.7

Recognized as an approved course for the Diploma in Dramatic Art of London University.

President:
Right Hon. THE EARL OF LYTTON, K.G.

Principal:
GWYNNETH THURBURN

1. Course of Training for Teachers of Speech and Drama.
2. Course of Training in Speech Therapy.
3. Course of Training for the Stage.

Prospectus on application to the Registrar.

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE

(UNIVERSITY OF LONDON)
c/o University College, Leicester

DEGREE Course in Household and Social Science; Postgraduate Diploma Course in Dietetics; Sister Tutors' Course; Courses in Institutional and Household Management.

For further information, apply to the SECRETARY, King's College of Household and Social Science, at the above address.

EDUCATIONAL ADVISORY BUREAU (Associates' Department)

AIM: to utilize the services of part-time Visiting Science Mistresses for independent Schools. Heads of Schools and Teachers should apply for conditions of membership to the Principal. Write Box 891, *The Journal of Education*, Press Road, Neasden, London, N.W. 10.

JANE EMILY WILLS MEMORIAL

SOME friends of the late Miss J. E. Wills are collecting a sum of money to send as a memorial of her to the Theological Department of King's College, University of London. The authorities have signified their willingness to receive it, and to use it, after consultation with the donors, to help Women Students in this department. This is a work in which Miss Wills had always taken the greatest interest.

It is thought that others may wish to subscribe, and I have been asked to collect the money. Two of Miss Wills' friends are paying all expenses of postage, printing, etc., so that the donations sent will go to the College without any deduction. I will gladly send this notice to any likely to be interested, if I may have their addresses.

Cheques and postal orders should be sent to me, crossed "J. E. Wills Memorial, Barclays Bank, Totnes." A receipt will be sent within three days.

E. M. FOX (Miss),
Brookfield, Totnes, Devon.

HALLS OF RESIDENCE

UNIVERSITY COLLEGE OF SWANSEA

(A constituent College of the University of Wales)

Beck Hall of Residence for Women Students

Warden: Miss M. K. WILKINSON, M.A.
Fee, 57 guineas per Session of 31 weeks.

College tuition fees, Arts £20 and Science £25 per Session. Prospectuses of the College and Beck Hall may be obtained from the REGISTRAR, University College, Singleton Park, Swansea.

OXFORD

OXENFORD HALL. — Old-established Private Hotel, near the Martyrs' Memorial and central for Colleges. Moderate residential, daily, or bed and breakfast terms. Hot and cold water in bedrooms. Telephone 2748.

Physical Training

REMEDIAL GYMNASTICS, &c.

ANSTEY PHYSICAL TRAINING COLLEGE

SUTTON COLDFIELD, nr. BIRMINGHAM

FOUNDED 1897

Principal: Miss M. E. SQUIRE (Bedford P.T.C. Diploma)

Complete training for Teacher's Diploma (Women) in Theory and Practice of Modern Educational Gymnastics (Ling's principles), all branches of Games, Dancing, Swimming.

Good facilities for practice in teaching of gymnastics, dancing and coaching of games and swimming in Elementary and Secondary Schools.

Students are prepared for the Diploma of the University of London in the Theory and Practice of Physical Education.

Three years' resident course. One Scholarship of £60 and two of £30 are awarded annually in March for entrance in October.

For prospectus and further particulars of scholarships, apply SECRETARY. Telephone Erd 0095.

THE BERGMAN ÖSTERBERG Physical Training College

DARTFORD HEATH, KENT

(FOUNDED IN 1885)

Principal: Miss G. MACLAREN, Diploma of Dartford Physical Training College.

The College has accommodation for 120 resident women students. The course of training covers three years, and is based upon Ling's Swedish System. The curriculum includes Anatomy, Physiology, Hygiene, Theory of Gymnastics and Principles of Education, Educational and Remedial Gymnastics, Games, Dancing, Swimming and Voice Production. Students are prepared for the Diploma of the London University. In addition, students also have the option of choosing a course in Social Studies, or Literature and Drama, or Music.

One Open Scholarship of £30 is offered annually, and triennially the Kingsfield Remembrance Scholarship of £40 per annum, next award 1946. For Prospectus, &c. application should be made to the College Secretary.

BEDFORD PHYSICAL TRAINING COLLEGE

Principal: C. M. READ

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over three years, and includes the Theory and Practice of Educational Gymnastics, Remedial Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, Netball, Cricket and Swimming.

Students are prepared for the Examination for the London University Diploma in the Theory and Practice of Physical Education.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games and Swimming. Fees: £165 per annum.

Two Scholarships of £50 and two of £25 will be awarded annually. Application should be made before February 15.

For particulars, apply SECRETARY, 37 Landsdowne Road, Bedford.

LIVERPOOL PHYSICAL TRAINING COLLEGE

BARKHILL ROAD, ALGBURTH, LIVERPOOL 17

Principal: Miss M. T. CRABBE

The course of training extends over three years and is open to girls of 17½ years of age who have obtained a School Certificate or its equivalent. Students are prepared for the Diploma in Physical Education of London University.

There are eighteen acres of grounds and playing fields, an open-air swimming bath, gymnasia, massage room and laboratory.

Fees, £165 per annum. Two scholarships are offered annually. Prospectus and further particulars from the Secretary.

NONINGTON COLLEGE OF PHYSICAL EDUCATION

NONINGTON, Near DOVER, KENT

THE Three-Year Diploma Course prepares students for the Diploma in Physical Education of London University. Fees, £160 per annum.

There are six Scholarships of £12 per annum and one Scholarship of £40 per annum for three years.

Illustrated prospectus with full particulars of Scholarships, &c., is obtainable from the SECRETARY, Nonington College, at the above address.

Please note that all correspondence after July 20 should be addressed as above.

Digitized by Google

JE
cop. 2

THE JOURNAL OF EDUCATION

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

THE LIBRARY OF THE
NOV 9 1945
UNIVERSITY OF ILLINOIS

Vol. 77, No. 915 OCTOBER 1945

Editor: R. SALTER DAVIES, C.B.E., M.A.
Office: AMEN HOUSE, WARWICK SQUARE, LONDON, E.C. 4. Tel.: CITY 7701

PRICE 1s. 8D. BY POST 1s. 5D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	473
ADULT EDUCATION—THE CARRY-OVER FROM SERVICE CONDITIONS. *By a Correspondent*	477
SOCIAL AWARENESS—EXPERIMENTS IN ARMY EDUCATION. *By M. Roger*	478
GENERAL EDUCATION IN A FREE SOCIETY. *By John Pilley*	479
THE INTERNATIONAL ORGANIZATION FOR EDUCATION AND CULTURE. *By Norman Bentwich*	481
THE FILM IN EDUCATION. *By Mary Field*	482
MORE ABOUT THE MULTILATERAL SCHOOL. *By F. M. Earle*	486
"A SOUND CLASSICAL EDUCATION." *By an Ex-Headmaster*	490
CORRESPONDENCE. *School Registers; The Teaching of English to Foreigners; Parity of Conditions; Frankness in Advertisements.*	494
SCOTLAND	498
EMPIRE AND FOREIGN NEWS *Higher Education in the Empire; Travelling Teachers in the Falklands.*	500
EDUCATIONAL MEETINGS	504
PERSONAL NOTES	506
TOPICS AND EVENTS	508
NEW BOOKS *The Ministry's New Pamphlets; Authority in Education; The Teaching of Modern Languages; Craftsmen All.*	512

NOTES AND COMMENTS

REPORTS of conferences are always difficult to read. As one speaker after another is recorded, in précis form, the mind is bewildered by the lack of sequence of ideas and of any integrating factor. Yet these limitations, and the long interval which has elapsed between the holding of the International Student Assembly of 1942 at Washington, D.C., and the publication of the Proceedings*, should not permit the remarkable address of Miss Barbara Ward, Foreign Editor of the London *Economist*, to be overlooked. Miss Ward pointed out that peace no less than war required an act of dedication, and that we should be defrauding those who were fighting and dying if peace offered no ideal for them to serve. "If", she said, "we can only get across to the women who are sending their sons away, and to the people who are suffering now, that their sacrifice is incomplete unless they follow it up by an act of will and an act of dedication! Unless we do that, the will to world organization will be lacking, and the spiritual force behind that will be lacking." Miss Ward does not have to seek far to find an object for our will and our dedication, in these early days of peace. It is that we should recognize a basic human standard throughout the world, and that, until that basic standard has been recovered or attained, food and materials should be sent where they are needed, and not simply where they can be paid for. "If tanks and shells are the weapons of to-day, food and machines and clothing and housing are the weapons of to-morrow." We have created, in war, the means of mobilizing the resources of the world for war; *if* we had the will we could mobilize, in peace, the resources of the world for creating basic human standards everywhere. Miss Ward thinks that the generation which fought the war has the will.

Students Look Ahead

* $2·75; 8s. 6d. net. O.U.P.

AMERICAN teachers not only think deeply but also speak freely, and with a certain pugnacity, on their professional difficulties and problems. But few conferences can have seen harder hitting than the Second Conference on "The Scientific Spirit and Democratic Faith" in 1944*, now reported by the King's Crown Press (a division of the Columbia University Press). Such fire-raising issues as "Does Progressive Education Educate?" and "The Teaching of Dogmatic Religion in a Democratic Society" will not be the subject of comment in this note, but we cannot refrain from referring to Mr. Arthur E. Murphy's address on "Tradition and the Traditionalists". Mr. Murphy is Professor of Philosophy in the University of Illinois, and the redoubtable opponent of a school of thought led by President R. M. Hutchins

The 100 Books

* *The Authoritarian Attempt to Capture Education.* ($2.50; 16s. 6d. net; King's Crown Press, New York; O.U.P.)

Digitized by Google

of the University of Chicago. President Hutchins has told us that " the liberal arts are the arts of freedom. To be free a man must understand the tradition in which he lives. A great book is one that yields up through the liberal arts a clear and important understanding of our tradition. An education which consists of the liberal arts as understood through great books, and of great books as understood through the liberal arts, would be one and the only one which would enable us to understand the tradition in which we live. It must follow that, if we want to educate our students for freedom, we must educate them in the liberal arts and in the great books ". The " great books ", Mr. Murphy tells us, " the fine flower of the great tradition of our Western Culture, are just 100 in number and they comprise the total curriculum of St. John's College where everybody reads them all ".

Enter Mr. Lippmann

THE most eloquent protagonist of this school of thought is Mr. Walter Lippmann, whose writings are almost as well known in this country as in America. Mr. Murphy is at pains to demolish Mr. Lippmann. He refers to *Democracy: Should it Survive?* in which Mr. Lippmann, " who shares the St. John's zeal to derive from cultural tradition the doctrinally authoritative content of contemporary teaching, reminds us in a recent essay (" Man in American Education ", reprinted in *Democracy: Should it Survive?*) of the saying of Bernard of Chartres that the men of any generation are like dwarfs seated on the shoulders of giants. The moral is that we must conserve our tradition if we are to progress. But it is one thing to be seated on the shoulders of the ancients, using the height thus attained to see further than they have seen, and another to be prostrate at their feet, piously invoking the limitations of their necessarily limited standpoint as the canons for right thinking on the eternal verities. Even dwarfs, who are often very intelligent, should surely know better than to confuse the latter procedure with the former ".

Exit Mr. Lippmann

MR. MURPHY now sets about the traditionalists with vigour. " The emptiness ", he says, " of the traditionalist ' reformation ' becomes apparent as soon as one begins to inquire seriously what the authoritative doctrine is that the contemporary student is to imbibe from the 100 best books. Dr. Hutchins seems to be confident that the study of just these books will be a potent agent in the destruction of the doctrines of which he disapproves. One such is ' skepticism '. Yet among the unkillable classics in the St. John's curriculum are Montaigne, Gibbon, Voltaire, Hume, and Poincaré. Is their authority to be invoked on this matter? Will the liberally educated student learn from Kant's *Critique of Pure Reason* that respect for metaphysics which the traditionalists are so eager to inspire? Will he find in Bacon, Galileo, Descartes, Spinoza, and Bentham the needed corrective to contemporary ' scientism ', or in Machiavelli, Hobbes, and Hegel the principles of political morality which Dr. Hutchins holds to be essential for the vindication of democracy? "

Mr. Murphy's Solution

BUT Mr. Murphy is not content with the role of criticism. He has a theory of his own. " The truth ", he says, " is, of course, that the works that make up ' the great tradition ' as an academically reputable selection of masterpieces in literature, science, and philosophy simply do not constitute a tradition at all in the sense of an authoritatively agreed on body of doctrine in terms of which contemporary heresies can be put down. The great writings of the past which constitute our intellectual heritage were not collections of beautiful sayings designed to dwell peacefully side by side in anthologies, or to provide the nobly articulated slogans for a twentieth-century indoctrination in thirteenth-century modes of thought. They were the sometimes twisted, often angry and one-sided, always human, and hence provisional, strivings of men of genius to make the most of the world as they saw it. Because they saw it with greater directness, or deeper penetration, or broader understanding than had their predecessors and contemporaries, they carried forward at some points and in some measure the great enterprise to which they were devoted—the endlessly precarious, endlessly controversial, and endlessly rewarding enterprise of human enlightenment."

Plain Speaking

" IT is ", Mr. Murphy continues, " one of the sillier aspects of traditionalism that it asks us to venerate the intellectual heroes of our tradition neither as they were when they were alive, in the uncertain, courageous, fighting span of experience that was their present, nor as they would be if they were alive to-day, sharing with us in the work of our present and helping solve its problems, but as cultural remains transformed by their now respectable antiquity into disclosures of timeless truth. It was not thus that these masterpieces were created, nor thus that they can effectively be appropriated by a generation worthy to continue for itself the enterprise to which the great men of the past so greatly contributed. And so, to put it bluntly, this great tradition, viewed as the choir of departed sages hymning in harmony those eternal principles of wisdom and goodness which are to provide at once the inescapable content of an accelerated A.B. degree and the slogans of a nearly scholastic spiritual revolution, is a fake." To Mr. Murphy education is the endless adventure. " We do not know all the answers yet, being in this respect less fortunate than some of the traditionalists, and, even when we get them, there will be still more questions. But we have learned enough from tradition and experience to be reasonably assured that, in the process of finding answers to such problems, there is enough to learn and to achieve to keep both us and our students very profitably at work, and to further, in ways beyond our present calculation, the actualization of those spiritual values in which the enterprise of human understanding finds its appropriate and adequate fulfilment."

IT is of interest that a speaker at a Conference held far away supported Professor Murphy's main contentions. On August 11 and 12, 1944, the

Digitized by Google

The Major Premise

Second Annual Conference* was held by the Stanford School of Humanities in California, and Professor Max Radin, Professor of Jurisprudence in the University of California, addressed the meeting on "The Search for the Major Premise". "Can it be done", he asked, "by a 'ten-foot shelf' of books? By a hundred, or fifty, or a thousand 'great' books? I doubt it very much. In the first place, very few books indeed are 'good' or 'great' all through. And, secondly, most books that can be called good are good *secundum quid* and not good *simpliciter*. To take a special example, lists of 'good books' are extremely likely to contain Plato's *Republic* and to rank it high. But the *Republic* is certainly a good book only in parts, and even then with qualifications. I should say the same of the *Iliad*, of the *Divina Commedia*, of *Othello* or *Hamlet*. . . . The great advantage of an informed and independent judgment when it is applied to the search for major premises is that it refuses to depend upon words, or on the implications of words, even if they be fine and stirring words. It must judge the quality of the rationalization itself by standards of its own. It cannot accept uncritically the assumption that what is beautiful by reason of specific elements, like color and form and harmony, is of the same character as that which satisfies the demands of the sense of justice or of human charity." Professor Murphy and Professor Radin are at one in thinking that study, even of the greatest books, in itself leads nowhere; it is necessary to think.

The Collegiate System

THE Master of Trinity College, Cambridge, has told us in his *English Social History* (page 53) that "the medieval student, before the development of the College System had done its work, was riotous, lawless, and licentious". This would not be a true description of the student to-day, whether he finds his bed in a College, or Hall of Residence, or lodging house, or home. Nevertheless, every new addition to the growing number of Halls of Residence is greatly to be welcomed. It is not a question of controlling a disposition to rioting, law-breaking, or licentiousness. It is to-day a question of giving to the student good accommodation and edible food which large-scale organization alone can provide at a reasonable price. (Before the war a University College provided an ample dinner, with the choice of several meat and sweet dishes, for 9d., but the Steward calculated that 1,000 dinners would need to be served every day to make so low a price possible.) There is, however, one aspect of the new Halls of Residence which causes disquiet. Sometimes the cost of residence is prohibitive to the poor student, and all the advantages of large-scale organization are lost owing to the attempt to make the Hall of Residence as attractive as a Club. Amenities are provided of a character which greatly increase the capital expenditure and subsequent maintenance, and the Halls of Residence are peopled by students whose parental income would in any circumstances have secured for them good food and accommodation. It is much to be desired that a Hall of Residence should provide for the poor student, and therefore should be so endowed as to make his residence possible.

* *The Humanities Chart their Course.* ($1.00; 6s. net. Stanford University Press; O.U.P.)

Development or Disaster?

THE India-Burma Association has published the address delivered by Professor A. V. Hill, F.R.S., Secretary of the Royal Society, before the East India Association, on his return from a visit to India in which he visited Indian scientific institutions and conferred with Indian men of science. It is entitled *India—Scientific Development or Disaster?* The Royal Society has printed for private circulation a report to the Government of India by Professor Hill on Scientific Research in India. These documents are of compelling interest to all concerned with the welfare of India, and his proposals for a Central Organization for Scientific Research in India, using the experience gained in the United Kingdom by the Medical Research Council (founded in 1914), the Department of Scientific and Industrial Research (1916) and the Agricultural Research Council (1931), will no doubt be studied by the Government of India. It is, of course, true that India's problems are not necessarily our problems. Our population is not increasing by 6,000,000 every year. But one sentence in Professor Hill's address should be pondered by all: "This is a time for greatness in Indian affairs: if prejudice, short-sightedness, and faction are allowed to take the place of wisdom, forethought, and collaboration, then I can see little but misery or disaster ahead—not in the distant future but within twenty-five years."

Our Need

IT is a time for greatness also in our affairs, and, if we have no vision, we shall surely perish. To us, as much as to India, the alternatives are scientific development or disaster. Immense sums are spent on research in the United States and in the U.S.S.R. For example, the Bell Telephone Laboratories in New York of the American Telegraph and Telephone Company employ about 4,000 scientific workers and technicians. The great resources of the Massachusetts Institute of Technology and the California Institute of Technology have no parallel in this country. The announcement of a substantial increase in the Exchequer grants to the Universities is a welcome recognition of a paramount need. But grants for research are worthless if men and women capable of research do not reach the Universities in sufficient numbers. Those who are fighting for Free Secondary Education are fighting for the nation's need. It will be recalled that *The Sociological Review* of April, 1935 (quoted in *The Journal* for September, 1943, page 422) reported an investigation carried out in London which showed that "more than 50 per cent. of the able pupils are without the opportunity of higher education".

THE 220th Anniversary Meeting of the Academy of Sciences of the U.S.S.R. in June, 1945, has been very fully reported in *The Moscow News*. In this way the speeches of a very distinguished body of British scientists who travelled to Leningrad and

Digitized by Google

Moscow are now available for study. The paper shortage may account for our lack of information. But perhaps Professor V. Gordon Childe of Edinburgh had a more true explanation. Addressing the meeting, he said, " I am very much impressed by the social standing and the great prestige that scientists enjoy in your country. Your people seem to be interested in science much more than other peoples of the world: scientific activities are front page news for newspapers, you find place for them there almost every day ". There is no doubt, however, that the meeting was of the utmost value not only in the interchange of scientific knowledge, but also in promoting that degree of understanding and warmth of friendship between scholars and teachers on which the future peace and happiness of the world may well depend. Professor D. M. S. Watson, described as " the world's greatest authority on fossil vertebrae ", said that " in all the museums of the world I have met no group of men so well fitted to advance our knowledge and from none have I ever received so much kindness and learned so much in so short a time ".

Cultural Relations

IT is not commonly known that the relations between British and Russian scientists began a long time ago. " The Royal Society ", said Professor Sir Robert Robinson, " is proud to remember that the foundation of the Academy in 1725 was due in some measure to the impressions received by Tsar Peter the Great on his visit to England in 1698 and, in particular, to the friendly relations which he then established with some of the distinguished Fellows of the Royal Society. . . . May the Academy of Sciences of the U.S.S.R. and the Royal Society of London, with all the scientists whom they represent in their two great unions of free peoples, still march side by side through further centuries, working in freedom with a common devotion to the advancement of knowledge of all mankind." Nor have cultural relations been confined to science: Tolstoi came to England to study our system of education, and Dr. Julian Huxley was able to see in the Museum at Moscow the permit given to Tolstoi to visit all English schools by Dr. Huxley's relative " Her Majesty's School Inspector, Matthew Arnold".

Relations with Russia in the Past

IN the course of the meeting Sir Robert Robinson raised a question which has been much debated of recent years in England—the divorce of teaching and research implied in the founding of institutes charged with research into a specific scientific problem. Theoretically, intense concentration on a single problem should ensure a more rapid solution of the problem, but it is well known that some of the greatest discoveries in science have resulted from a chance observation by a man searching for something quite different, and the work of institutes divorced from the general studies of a University has not always been markedly successful. Sir Robert Robinson, whose vast experience has included Manchester, London (University College), and Oxford, has no doubt where advantage lies. " Your scientific work ", he said to the Academy, " in the field of organic chemistry has left a deep impression upon me. The only fear I have, and it is one I fear also for our English developments, is that the extension of research institutes apart from teaching may result in a lack of contact between the most active investigators and the aspiring students. Hence I feel sure that it will be necessary to bring the university laboratories to the high standards of the Academy's Institutes." It is worthy of note that there is no lack of interest on the part of Russia in us. Of 2,000 students now enrolled in the Moscow State Institute of Foreign Languages more than 800 are specializing in English. The English Faculty is the largest. Last year the entrance examinations had to be made especially stiff as there were eight applications for each vacancy. *The Moscow News* tells us, moreover, that Shakespeare is now performed in twenty-six languages of the Soviet peoples. Especially successful are the productions of *King Lear* in Kazan, and of *Othello* in Moscow.

Teaching and Research

GENERAL agreement will be felt with the action taken by Dr. W. P. Alexander, Secretary of the Association of Education Committees, in the matter of the payment of salary to a teacher who resumes his teaching work when he is still in receipt of Service pay and allowances. After consulting the Ministry of Education on the subject he has their authority to state that it is their view, subject to any question that might be raised at audit, that authorities should pay the full appropriate rate of salary, leaving out of account altogether Service pay and allowances during this period of demobilization, that is, that the teacher is entitled to receive both Forces pay and his civil pay. Dr. Alexander has no doubt that local education authorities will welcome this pronouncement, and will gladly take the view that the Service pay and allowances which are given for a number of days on demobilization should not in any way debar a teacher from his full salary from the date on which he returns to the teaching service. He deserves the thanks of the profession for securing this ruling, and we share his confidence that all local education authorities will act in accordance with it.

Demobilized Teachers

CHANGE OF ADDRESS

On and after October 1, 1945, the address of the Editorial Office of THE JOURNAL OF EDUCATION will be Amen House, Warwick Square, London, E.C. 4 (Tel. City 7701). Communications relating to advertisements should be sent to the Advertisement Manager at this address and not to Press Road, Neasden. Orders and other business correspondence should be addressed, as hitherto, to 40 Walton Crescent, Oxford.

Digitized by Google

ADULT EDUCATION—THE CARRY-OVER FROM SERVICE CONDITIONS

By A CORRESPONDENT

A MILLION men and women will be demobilized from the Armed Forces before the end of this year. Schemes for training them for civil employment are already operating in all the three Services, and however rough-edged and inadequate these schemes may prove to be, the Army and the Navy and the R.A.F. are doing their best to limber-up their officers and other ranks for the return to civil life. Behind them, in this comprehensive plan of rehabilitation, stands the Ministry of Labour, ready to take over the responsibility of re-training when the men and women have left the Colours. But the Services in their war-time schemes of education, as well as in their release schemes, have done far more than attend to vocational and pre-vocational training. They have promoted successful methods of education in citizenship (notably through A.B.C.A.); they have developed Army Study Centres, R.A.F. Community Centres, and similar patterns of adult education; they have nourished among the troops a wide interest in music, languages, elementary economics, local history, and foreign affairs. These interests, it is true, are often slight and intermittent, but there is no doubt that the seed has taken root. How and by whom is it to be brought to maturity in the next few years? What are the prospects of maintaining among our demobilized young men and women that preliminary concern for cultural and civic affairs which thousands of them have felt during their Service life?

The easiest answer is to assert that there exists in this country a well-established adult education movement—so well-established, indeed, that it has had the time to split into many rival camps and schisms. Many of the more resolute ex-Service men and women will find their way (despite the lack of signposts and attractive publicity) into one or other of the voluntary bodies of adult education. But, even if this recruitment of a minority is to occur, the voluntary bodies must bestir themselves. Their present posture is to sit back, rubbing their hands at the prospect of a post-war boom in membership. They would be better employed in a close-quarters scrutiny of the methods and environment of Service education schemes. Neither the content nor the atmosphere of adult education, as we knew it before the war, is going to prove a powerful attraction to men and women who have enjoyed the educational facilities of a good unit or spent two evenings a week in the Antwerp or Hamburg Study Centres.

What has been done, so far, to make ready attractive facilities for the returning men and women? The Ministry of Education has issued some prudent and ambiguous exhortations to local education authorities to take adult education more seriously. It has also, we understand, sounded the voluntary bodies on the prospects of getting them to consolidate their efforts through some central machinery. This latter effort appears to have reached its usual dead-end in the evident determination of the W.E.A. to secure for itself the maximum advantages of 'joint action'. So the Ministry can now repeat the performance of washing its hands and shrugging its shoulders.

How far can the local education authorities improve on this dolorous situation? Some of them, alive to the community aspect of Service education, have planned institutions similar to Army study centres. They have snapped up, at bargain rates, the stately homes of England and the summer houses (in the Home Counties) of migrant American millionaires. In too many cases, however, these ventures are still in embryo, and the attractive premises acquired are not to be opened for business for another year or two. By that time it may be too late. These club-colleges or community centres should be furbished and ready for the customers without delay. The carry-over from Service education to civilian should be uninterrupted even though it cannot be immediately complete. If there is a gap in continuity the temperature of willingness to participate will drop several degrees.

There are other local education authorities who declare their willingness to build community centres 'in due course'—that is to say, when materials and man-power are available for the purpose. On this point the Ministry of Education has suggested a solution less audacious and idealistic than it seems at first sight. They hazard the opinion that voluntary labour (given the materials) might produce community centres in double-quick time. This is an imaginative proposal, yet it is based on well-tried precedents. The South Wales miners built themselves such oases in the great depression—and the troops have done the same a hundred times in this war. There has never been the least difficulty in getting soldiers and A.T.S. to renovate, decorate, and make habitable the decrepit buildings which have subsequently blossomed into Army Study Centres. In one well-known garrison town in Britain there exist two such institutions. The first is a furniture shop in the High Street, converted by the labours of soldier-students into an eight-roomed educational unit—and packed out every night. The other came into existence soon after the Americans came into the neighbourhood. It was installed, ready made, for the cultural benefit of British and American troops. It cost £20,000, donated by a rich and benevolent body, and for that sum there were provided chromium-plated chairs, 'arty' curtains, and all the refinements of comfort. But what could not be furnished ready-made, even at that price, was the sense of community which comes from personal service. This handsome installation made no appeal to British troops, and will doubtless appear in the final balance-sheet of lease-lend as elephant, white, one.

The immediate necessity is to bring into existence those places where all the forms of adult education can flourish, from discussion groups to hobby groups, from lectures to play production. If those centres are improvised, and even jerry-built, such defects are trifling compared to the consequences we shall face if we permit the Services facilities to peter out in a vacuum. Classes in evening institutes, however edifying, are not the provision to appeal to ex-Service people. They want community, they want education in a club atmosphere—and if that is not provided they will probably elect for the club atmosphere without the education.

One consideration that inevitably preoccupies the local education authority which is thinking in terms of community centres is the problem of staffing them.

Digitized by Google

On that issue they need not take too gloomy a view. One criterion of educational experiment is the volume of zeal which it produces. There are in the Services to-day—as the War Office alone can testify—hundreds of men and women who want a post-war career in adult education. They seek the job of building up in civil life institutions similar to Army study centres, in which they can provide the facilities they have seen making so powerful an appeal to their comrades. These men and women will be available for a few months—after that, when they know they are not wanted, they will make their way into commerce and the professions but not, probably, into teaching. For they are organizers by nature and aptitude, men and women of affairs rather than of the class-room.

There is another opportunity for further action arising from Service education. One of its mainstays has been current affairs—a label covering not only discussion groups in working hours but also such enterprises as information rooms and documentary drama. This widespread interest might be as successfully cultivated in civil life as in Service life—but it needs organizing and nourishing. Many organizations would be willing to cultivate this interest if they could be ' serviced ' for the job. At present A.B.C.A. ' services ' these activities by the production of discussion material, visual aids, training schools for group leaders, etc. Should this ' servicing ' be an activity promoted by the Ministry of Education, or by some equivalent of Chatham House, or by whom ? Whatever the answer, there is no doubt that discussion groups on current affairs have caught on. Whether they continue, in office hours or leisure hours, is a question which depends largely on the existence of some post-war agency like A.B.C.A.

There are other possibilities, not touched upon in these notes. But from whatever angle we consider the general question, the conclusion which overrides all others is that a policy, if not a plan, is overdue. The million men and women about to be demobilized have been told what to expect in terms of benefits, gratuities, and vocational training. To these rewards of victory there should now be added the promise that we intend to provide the young citizen with educational facilities of the kind which we managed to improvise for him—against all the odds—when he was a young soldier. Now that VE day and VJ day have both gone, it is time that the men and women leaving the Forces were given some compass-bearing on their educational prospects.

SOCIAL AWARENESS—EXPERIMENTS IN ARMY EDUCATION

By Senior-Commander M. ROGER, A.T.S.

ONE summer day a northern market town was invaded by a group of soldiers and A.T.S.

To the onlooker it appeared a strange sort of invasion. There was no evidence of massive equipment, of any intention to dig themselves in. Instead, men and women could be seen going round the town in pairs. In their hands they carried note-books and pencils, and constant reference was made to maps. A couple over there seemed to be gazing steadfastly at a chimney-pot ; one soldier could be seen in earnest conversation with a policeman ; two A.T.S. disappeared into a public-house, well before opening-time, for no apparent reason.

What was the reason for all this feverish activity ?

If any one had followed these soldiers and A.T.S. throughout the day, he would have found them engaged in collecting a vast amount of information ; particulars about the streets and footpaths, about the size and building construction of houses, and whether or not they had inside drainage, about the work of the community and the transport arrangements for taking workers to and from their jobs, about schools, technical training, social sciences, recreational facilities. The list could be continued indefinitely, but we must let our inquisitive onlooker follow the Army still further. If he had done this he would have found that in the evening they all met together, and told each other of their day's experiences.

One couple got up and talked about the market place, and what the markets meant to the life of the community. Another couple had undertaken a rapid survey of a residential district to the north of the town. They reported that the housewives complained of the distance from shops and restaurants and the inadequacy of buses. The children from that estate had to go to school at the opposite side of the town. As the reports continued, our listener would have gained a wide knowledge of the environment, work, and living conditions in that northern market town.

The reader will by now be saying, " Yes, this is very interesting. Undoubtedly it is good for people to find out about their surroundings. But why should this kind of thing be sponsored by the Army ? "

It may seem strange that in the middle of an exceedingly grim war, Army authorities should have seen fit, not only to provide the means whereby soldiers and A.T.S. could learn more about the country to which they belonged, but also to ensure that those means were used to the best possible effect.

The organized attempt to make members of the armed forces aware of current affairs started with the introduction of the weekly " A.B.C.A. hour " in September, 1941. The principal purpose of this hour was to improve morale by ensuring that the soldier understood the objects for which he was fighting. Experience with discussion groups soon revealed the prevailing ignorance regarding matters closely concerning the men and women of this country ; for example, at one A.T.S. Training Centre, 70 per cent. of the recruits did not know that they had the right to vote, whereas a high proportion of soldiers had only a hazy idea about the geography of the Army campaigns—geography which might affect them very closely in the months to come.

These revelations led, in the autumn of 1942, to the introduction of an additional weekly period, to be taken in working hours, dealing with the " British Way and Purpose ", and a series of pamphlets was produced to help instructors. Despite the very practical approach used in these pamphlets, and the wealth of examples and suggestions, difficulties were found in interesting many Army groups. In an attempt to be realistic, some instructors invited town councillors, local parsons and so forth, to speak. Sometimes this was effective, but frequently the visitor was not well versed in putting his subject across, however great his knowledge and experience happened to be. A.T.S. groups often presented a peculiarly difficult problem by reason of their youth, and consequent lack of political or economic experience. It was hard to make them see the relevance to themselves of what they were being asked to study.

Digitized by Google

For these reasons, those interested in furthering the study of B.W.P. looked about for fresh means of stimulating interest. An obvious answer was to let the students see for themselves what they were being asked to discuss. For example, before talking about nursery schools, let the group visit one and from their observations form their own opinions. Or, instead of a lecture on "Crime", let a group go along to the police court. This method of "seeing for yourself" is not a substitute for systematic study. It does, however, provide the initial impetus which is the necessary prelude to successful learning.

It was soon apparent that casual observation was not enough, and that visits could be more interesting and more useful if students set out with questions to investigate. Discovery then was added to mere "seeing". At the same time, it was found that more ground could be covered by allotting different questions to each student. For example, when visiting a factory, two would find out all they could about wages and hours of work, another couple would investigate opportunities for training, and the terms of apprenticeship, two more would consider welfare facilities, another pair would study the processes of manufacture, the sources of raw materials, or the markets for the products. By exchanging information on return a group could gain a very thorough knowledge by this means.

The next step was to help students to sort out evidence for themselves. They learnt that information could be collected in diverse ways and from diverse sources. Some of these sources were more reliable than others. An interesting result of many an investigation was the conflict of opinions over a particular subject, or even the contrariness of factual evidence. The policeman might give one interpretation of juvenile delinquency in a town; the harassed mother of a boy who had been in the courts might give a totally different interpretation. Extraordinarily valuable lessons have been learnt from the attempt to separate out "what actually happened" from "what witnesses said had happened".

Another important part of this practical approach had been the development of individual expression in speech and writing. In the project mentioned at the beginning of this article, the meeting to pool information was described. At this meeting students made verbal reports of what they had seen, selecting for presentation the items of central importance and interest. Written reports were also made, which gave an opportunity for more detailed and accurate work. Whereas the verbal report was spontaneous, the written report was prepared after further checking of evidence, both by comparison with the reports of others, and by reference to books and other sources, such as documents in the public library or a local historian.

One of the lessons learnt by all of us who have taken part in local study has been the benefits of co-operative effort. So much learning in the past has been based on individual competition, each pupil working for his own ends and seeking all the while to do better than his fellows. The approach described above has an exactly opposite effect. Each student contributes to the group as a whole. If he does well it enables others to gain from his success.

As experience is pooled, frequent cross-references are made to the inquiries of others. In one locality, for example, several couples gave instances of the village church being some distance from the main centre of habitation. One couple reported that this had been put down to the effect of the Great Plague. Further investigation showed that the other instances could also be explained in this way. In the same locality, the depopulation of villages was repeatedly mentioned and led to an interesting general discussion on the common causes and effects of this phenomenon. This inquiry led to a real insight into the historical development not only of the region being considered, but also of the community as a whole, and its relation to continental trade.

All these lessons of the local study approach lead one to realize that it is an admirable way of developing an alert attitude of mind to the problems of our society. This attitude of mind recognizes the complexity of social causality, and leads to a resolution not to make hasty or superficial judgments.

One last word about the uses to which these methods have been put. In the project outlined above, a fairly comprehensive study was made of the local conditions. This requires considerable organization and a leader who is versed in social study. We have found, however, that the method can be used in very simple ways. The chief rule to observe is that, in the first place, the problem should be broken down for the student into questions that can be easily answered by observation. It is no good asking, "What are the main features of housing conditions in Wakefield?" Instead, the student must be guided by more detailed questions, and the study must be confined to a well-defined area. A sense of achievement is a necessity if the student is to be encouraged to make further inquiries.

We feel that co-operative work of this kind has a big future, and we are hoping that in the period of reconstruction the citizens of this country may back up the research workers in this field by stimulating social inquiries and helping in the collection of data. The spread of such active co-operation in the affairs of the community will lay a sure foundation for a lively democracy.

GENERAL EDUCATION IN A FREE SOCIETY

By JOHN PILLEY, Department of Education, Wellesley College, Massachusetts

IN the United States, as in England, the war has been a period of active educational stocktaking and planning. The main concern has not, however, been the same. Whereas in England it was to extend, to diversify and to democratize secondary education, in the United States it was to remedy shortcomings in education, especially in undergraduate education, that the war revealed.

As the country mobilized itself for war it was found that college graduates were not as conspicuous for their powers of leadership, or their capacity for carrying responsibility, as an effectively liberal education would have made them. Their ability to take stock of unfamiliar situations and to see what to do in them was not much greater than that of other people, while only a few showed any really imaginative command of their special knowledge. These weaknesses showed themselves especially clearly in the armed forces.

Outside critics of college education had long been

Digitized by Google

aware of these weaknesses and maintained that they were the inevitable result of the colleges insisting so much more on undergraduates acquiring information than upon their learning to think for themselves. They insisted, moreover, that what was lacking was a properly thought-out theory of education. To all such criticisms the colleges paid very little attention. The majority of the members of their faculties were primarily interested in their own special kind of knowledge and research, and shared a common feeling that only lesser minds concerned themselves with questions of educational theory. In their work as teachers they were mostly ready to trust the commonly accepted assumption that a liberal education is something that follows inevitably (even if unaccountably) from ' disinterested study ' which, in practice, meant from the acquisition of knowledge regardless of the degree or kind of interest with which it was acquired.

With the mobilization of the country for war, and the revelations it brought, the colleges very quickly abandoned their complacent attitude and began to concern themselves actively with real educational questions. By 1943 there was hardly a college in the country which had not appointed a faculty committee to study the college's educational policy and to make recommendations for reform.

Most of these committees have been working under a handicap since the discussion of the ultimate questions concerning the nature of freedom and democracy, which is necessary as a basis for any responsible study of educational reform, demands more time than members of the committees had to give. One notable exception was the committee appointed by President Conant at Harvard. The members of this committee were released from a large part of their academic work during the two and a half years that the committee was in session, so that they might make a thoroughgoing study of what " General Education in a Free Society " should be, and take this as the basis for their study of educational reform. In attacking this second part of their task the committee did not, however, restrict themselves to the study of the reform of undergraduate education. Recognizing that every kind of education should play its part in an organic whole, they concerned themselves as much with secondary and adult education as with undergraduate education, and were regretful at lacking the qualifications for examining pre-school and primary education. The report of this committee* has just been published and, in view of the great enthusiasm with which it is being received in all quarters, it would seem likely that it will have a very considerable influence on the whole of American education.

The report defines general education as " education in a common heritage and towards a common citizenship " and stresses its importance for an " informed and responsible life in our society ". It draws the contrast with special education by saying " Special education instructs in what things can be done and how to do them ; general education in what needs to be done and to what ends. General education is the appreciation of the organic complex of relationships which gives meaning and point to speciality ". In keeping with this idea the report is very much concerned with the problem of establishing the right relationship between general education and specialized study, especially that which has a vocational purpose. Basic to the whole report is the idea that general education is not something that precedes specialized education and that is to be abandoned with its inception, or soon after ; it is something that must continue not only through the whole of schooling, but also throughout life.

One of the most striking things about the report is the sharp contrast which its underlying educational theory makes with the pragmatic " philosophy " which, in recent years, has played so important a part in American secondary education and in shaping the policies of most of the ' experimental ' colleges. Instead of asking what are young people's ' needs ', and being satisfied with an answer based upon their accidentally awakened interests and upon what makes for good ' adjustment ' to contemporary social conditions, it asks what will most help them to become free men and women, and to make the society they are inheriting a better democracy. This does not mean that it neglects the importance of the study of individual differences, or of teaching which has just regard for individual ability. Nor does it mean any under-estimation of the value of experiment. The report is much concerned with making the best use of experiment, though it carries constant reminders of the danger of mistaking questions of means for questions of ends.

In rejecting the pragmatists' claim that science can provide not only the means but also the ends to be pursued in education, the Harvard report is at one with the Norwood report. It, too, disclaims all sympathy with any theory which presupposes that " the aim of education can be dictated by the provisional findings of special sciences " and that " the function of education is to fit pupils to the changing needs and changing standards of the day ". On the positive side the educational theory of the Harvard report is also in close accord with that of the Norwood report, though it offers a much fuller analysis of many of the ideas that the Norwood report took so much for granted, and referred to with words for which (as many complained) no definition was given. Thus the Harvard report, instead of referring vaguely to educational ' growth ', discusses at length the kind of growth which makes for democratic citizenship and the means of fostering it. Instead of extolling the value of studies pursued ' for their own sake ', it recognizes the danger of the expression being used as a slogan, and goes on to examine the actual modes of study of literature, of social subjects, and of science, which are likely to contribute most to pupils' understanding, to their resourcefulness, and to their moral sense in living. It is in the more explicit statement of these and the many other ideas it has in common with the Norwood report that the Harvard report is likely to be of special interest to English readers.

The main recommendation the report has to make for the reform of school and college curricula is that courses should be instituted, taking about half the pupils' time in secondary school, and about a third in college, the specific purpose of which would be to further the ends of general education. These courses would be of three main kinds which the report refers to as humanities, social studies, and science (including mathematics). All pupils would be required to take these courses (in a form properly adapted to their abilities), not only on account of their value to their personal development, but also on account of their value in giving them a basis of common understanding. This is especially important in America, whose people are of such diverse cultural origin, and have been subject to such diverse and diversifying kinds of educational experiment.

The report has much to say about the kind of understanding to be encouraged in the courses given under

* *General Education in a Free Society.* ($2.00. Harvard University Press.)

Digitized by Google

each of these three headings, and also about the kinds of teaching necessary for their success. It has things of especial importance to say about the teaching of English. These, if seriously attended to, might do much to remedy the kinds of poor success in English teaching that the Norwood report so sharply criticized. The things it has to say about the teaching of social subjects would do much to rescue them from the domination of naturalistic conceptions of man and of society from which they have so much suffered. The things it has to say about science teaching would quickly make an end of the destructive idea that scientific knowledge is independent of human imagination and would prepare the way for a properly humanistic understanding of science. The report is very much aware of the scarcity of teachers with the qualifications necessary for work in general education. In discussing the recruiting of such teachers it shows itself no less aware than were the Norwood and McNair reports of the importance of adequate salaries.

In a brief article it is impossible to do more than mention the excellent discussions of such important topics as school atmosphere, extra-curricular activities, the tutorial system, and visual and other aids in education, included in the report. These also show the high quality of educational understanding and democratic vision that is so conspicuous in the main body of the report. This quality makes the report deserving of the closest attention by *all* educators concerned with making a free world.

THE INTERNATIONAL ORGANIZATION FOR EDUCATION AND CULTURE

By NORMAN BENTWICH, M.C., O.B.E., LL.D., Professor of International Relations, Jerusalem University

IN a previous article on the proposed Educational and Cultural Organization of the United Nations I have dealt principally with the general aims and the proposed constitution, which are to be discussed by the Conference in London next November. It seems opportune to consider, before the Conference is held, what should be the substance of the new international effort. In the Charter of the United Nations, amongst the forms of international co-operation which the Economic and Social Council is directed to encourage is educational and cultural activity. In the League of Nations, as it was said by De Madariaga, there was too much Church for the Faith. The League was backed more by sentiment than by intelligent understanding. The first need, then, of the proposed organization is to bring about an understanding among the peoples everywhere of the new World Order in which they live, and of which they are a part, and to multiply the opportunities for their better understanding of each other's culture and way of life. The Institute of Intellectual Co-operation, which was a part of the League system but the most hopelessly starved of all its instruments, did something to encourage and organize the exchange of students and professors, to circulate knowledge about libraries and museums, to arrange international study-conferences, and, to a limited extent, to supervise the content of national history and geography text-books. It formed national committees in a number of countries, including, of course, the United Kingdom, to carry out these activities; but it never succeeded in touching the heart of the problem, to make the common man understand the elements of a world society.

What is needed from the proposed organization, which will be more integrally bound up with the principal international organs, is a systematic and widespread effort to reach the common man. Much has been done in our country during the war years to spread a knowledge of international relations. The work of the Army Bureau of Current Affairs, with its publications and myriad lectures to all units of the Forces; of the Workers' Educational Association, with its classes and discussion circles on social and economic questions; and of the British Association for International Understanding, with its most useful surveys of foreign countries and current international topics—these are typical of a new alertness in popular education about international relations. During the war, too, university teachers from many countries gathered in England, and university students scattered by tens of thousands in prisoner-of-war camps have been organized internationally, and the sense of a common cause has been deepened. Bodies like the International Students Service and the International Association of University Teachers here, and similar bodies in America, have enlarged the outlook. The cultural as well as the economic interdependence of nations is being recognized.

It is upon this foundation that the Conference of the United Nations will be able to build. And it is essential, then, that the teacher and student bodies of all the participating States, and not only the representatives of Governments and ministries, must have their full part in the deliberations. Amongst the matters which, it may be hoped, the Conference will tackle and establish machinery to work out, are the large-scale exchange of students and teachers between different countries, the facilities for travel of the working man to foreign countries, the formation of an international department or centre in all universities, the creation of international high schools, such as have been tried experimentally, and with great success, in the Scandinavian countries, and possibly the development of an international auxiliary language for scientific and commercial and other uses. Whether that international language is to be developed from ' Basic ' English, or whether it is to be a more artificial and less national creation, would be a matter for further study by the experts.

Several bodies exist in England which should have their part in the national commission that is proposed as an advisory body for the national delegation to the Conference. It is obvious that the Royal Institute of International Affairs—Chatham House, as it is commonly known—will be vitally concerned with the development of the international agency for educational purposes. Then, too, the London Institute of World Affairs, which grew out of the New Commonwealth Movement, and has been devoted to adult education in international affairs, in association with the extension classes of the universities, may claim to be represented. And in one particular portion of the field, international law, which should become a subject of popular education and not a mystery of the experts, the Grotius Society, which includes all

Digitized by Google

who are seriously interested in that science, will have a contribution to make. Its President, Sir Cecil Hurst, has recently drawn the attention to the need of wide extension of the teaching of international law in the country. Institutions of higher education for workers, such as Ruskin College, should also have a voice.

The Conference and the Organization will not be mainly concerned with the immediate problems of the re-education of the German people or the restitution of the schools and the universities, the libraries and the museums, which have been devastated by war or despoiled during Nazi occupation. Those are particular temporary problems which are being dealt with by other organs of the United Nations. The Educational and Cultural Organization is concerned rather with the permanent needs of international co-operation in the cultural and educational fields.

Much can be gained by spreading a knowledge of what particular States, both the great and the small, have done in these fields. For example, the Russian achievement in the spreading of adult education and "the liquidation of illiteracy", and the Danish achievement of popular education in the humanities through the Folk High School, may be equally significant. Above all, the task of the new body will be to see to it that the peoples have the opportunity of knowing and understanding not only the political structure of the world but also the social and economic and the intellectual and spiritual links which must bind together the nations, and give a soul to the body of the world society. It must help to create an 'international ethos', a sense of loyalty to the world community, a beginning of world citizenship.

THE FILM IN EDUCATION

By MARY FIELD, Director, Gaumont-British Instructional Ltd.

FROM their inception films have always been vaguely 'educational'. Moving pictures about foreign countries, about natural history, and about how things work have usually been a popular part of the programme when audiences have had a chance to see them. In a way every film is educational, even if it gives us, in the course of thrills or swing music, only a side-light on the unfamiliar ways of American law courts, or lays emphasis on the co-educational nature of American colleges. But this faint aura of general knowledge which has hung about the cinema has militated against a clear definition of the place of the film in education. Almost anything could, by a certain amount of explanation and argument, be described as 'educational'.

So, in this country, prior to the Munich crisis, a great effort was made to define the place of the moving picture in formal instruction. Practising teachers who were interested in this new educational medium grouped themselves round the subject panels of the British Film Institute. Drawing on their practical experience with films in class-rooms, these teachers divided films for education into two groups, background films and instructional films. The background film might be an interest short, a propaganda picture, a feature film, anything that could help the pupil or student to get a general background of information. The instructional film took its place with text-book, black-board, and epidiascope, and was defined severely as "a piece of equipment in the hands of the teacher". This rigid definition was invaluable in clarifying the purpose of the film in the class-room, and it largely conditioned the form of British instructional films which were serving a pattern for the world when the outbreak of war put an end to their production. The instructional film of 1938–1939 was short, never more than ten minutes in length, so that it could be shown twice in the forty-minute period. It had sound or was silent, according to the requirements of the school and age-group for which it was intended. Every film was made specially to fit into some stage of the curriculum of some type of school. Care was taken that the films should deal only with essential points of instruction, since the film left so great an impression on the mind that the use of films to illustrate non-essentials would easily upset the pupils' sense of proportion. Above all, since the film must be used by all sorts of teachers with all sorts of classes, the film must not try to teach or put over a point of view, but must provide the material for a direct 'shared experience' which would provide the group with common knowledge as a basis for discussion, and for that invaluable friction of mind on mind which is the essence of true education.

But the outbreak of war disrupted British education. The teachers who used films regularly and intelligently were either evacuated to far parts of the country or scattered in the forces all over the world. And scattered and divided this invaluable body of informed men and women still remains. No instructional films were made for some months until Government departments realized that the film was the best means of informing very large numbers of people in a very short time and accordingly began to commission films. The departments had no time to discover that British educational films already had a successful and accepted formula; so they started again from scratch and learned from trial and error, discovering painfully such obvious things as that a joke is a mistake in an instructional film, since that film must be shown at least twice and a joke is not funny the second time. None the less, though they could have saved time and money by taking advice, in the last few years the Services have made some first-class instructional pictures. In this connexion the Admiralty deserves special mention for its research into the co-ordination of films and film-strips. But all their work has been done in order to cram information into large groups in the shortest possible time. So with the Ministry of Information. Its films have an emotional appeal and are designed to make the looker-on take the Government point of view and wish to do whatever in war-time is the duty of a good citizen—its job has been mass suggestion.

The efforts of the fighting services and the Ministry of Information have resulted in the film being now generally accepted as a dignified means of giving information, while vast masses of people have become accustomed to non-theatrical exhibition of films. A very great number, also, have learned to handle a sub-standard projector without being afraid of the works. The 'educational' film has come to stay. But, before we return to peace conditions, we need to do some positive thinking about the future of the film in education. To do this we must be clear on the aims of our new educational system and its problems.

(Continued on page 484)

Digitized by Google

HARRAP BOOKS

A CONTOUR DICTIONARY

J. B. Goodson, M.A., F.R.G.S., and J. A. Morris, B.Sc.

This is a short text-book on contour reading and contains a dictionary and map exercises. It is designed for candidates taking geography in the School Certificate and similar examinations, in which a map question is now universally set. The authors have concentrated on simplifying for the student the quantity of data that demands attention, so that he shall see the simple forms underlying the mass of lines covering the face of a contour map. 48 pages. 3s. 6d.

BUILDERS' CALCULATIONS

S. H. Glenister

This new book is based on a definitely practical design. It explains fully the fundamental processes of calculation, including duodecimals, for the benefit of building trade craftsmen and apprentices. It will prove particularly valuable for classes taking the First Year National Certificate in Building and those trainees who are entering the special short courses for the building industry. 126 pages. Limp Cloth, 5s. Boards, 6s. net

AN ANTHOLOGY OF RECENT POETRY

L. D'O. Walters and A. E. M. Bayliss

Part I of this new edition contains the whole of the original collection of seventy-five poems. Part II is devoted to the works of poets not represented in the original volume. The selection throughout will be found suitable for children and will stimulate their interest in modern verse. New and Enlarged Edition. 2s. 3d.

A NEW INTRODUCTION TO CHEMISTRY

H. L. Heys, M.A.

This new book is now ready. It gives an original approach to the subject, paying due attention to the part played by chemistry in everyday life. The pupil is thus taken from the purely academic atmosphere and shown the practical application of the subject. 412 pages. 6s. 6d.

THE LANGUAGE AND MENTAL DEVELOPMENT OF CHILDREN *A. F. Watts, M.A.*

Second impression

'Thus we have a thoroughly up-to-date conspectus of this particular field of educational research; further, as we should expect with an author whose experience in practical education is so wide, the pedagogical conclusions are shrewdly and critically drawn, and the book abounds in sound advice to the practical teacher.'—*Times Educational Supplement.* 12s. 6d. net

THE STUDY OF LIVING THINGS—I, II, III

H. W. Ballance, B.A.

"This beginners' course in biology is excellent and can be recommended to all schools. It is written in a manner that should encourage pupils to read and reason things out for themselves. The book is well presented, clear in type, and very readable."—*The Times Educational Supplement.* I—3s. II—3s. III—4s.

EVERYDAY SCIENCE TOPICS—I, II, III

T. A. Tweddle

An introductory general science course in which the pupil uses simply constructed everyday apparatus to demonstrate scientific principles. "We are not surprised to hear that the scheme has aroused world-wide interest."—*A.M.A.* I—2s. 3d. II—2s. 9d. III—3s.

GEORGE G. HARRAP & CO. LTD.

182 High Holborn
London W.C.1

Digitized by Google

Shall we in the immediate future be threatened with so grave a shortage of teachers that we shall need to use films to fill the place of men and women or to supply the deficiencies in their knowledge? This would mean a real revolution in thought and a complete reversal of the accepted definition of the film as "a piece of equipment", which cannot teach by itself or take the place of the teacher. For many of us it is difficult to imagine the film in the role of direct instructor, yet there is a definite school of educationists who are urging us so to revise our views. They derive, of course, from the Services, where a shortage of trained instructors necessitated the production of films which 'taught' and, as far as we can tell, have taught remarkably efficiently in technical subjects. If we are going to use this kind of mass-instruction film, we shall have to revise our ideas of the content of a class-room film and the method of using it. Closely allied to the school of thought which regards the film as a 'teacher' is the school which insists that the film, to be capable of 'teaching', must be supported by other aids which are closely associated with it, the text-book and the strip-film. The text-book amplifies the material in the film but does not in any way deviate from the line of thought followed by the film-maker: the strip-film, while not actually reproducing the pictures in the film, since they are moving and it is static, is made up of similar pictures to those in the film and emphasizes the essential points in it. This close correlation of film, text-book, and still picture had been begun before the war, but its development owes much to the energy of the Service departments. The three aids together do undoubtedly drive in a great number of facts and a good deal of actual knowledge. There is no need to associate text-book and strip-film with the 'teaching film' only, as they can be most usefully employed with any instructional film made according to the old more liberal formula. And, while considering strip-films, it would be well to remember that the strip-film is only a series of magic-lantern slides, rather better made than the old type and far more easy to handle. Useful as they are, enthusiasm for their use should be kept within reasonable bounds. The word 'film' in describing these slides is unfortunate, since, by using it freely, educationists who hate moving pictures and cling to the old still picture give an illusion of being up-to-date, while really remaining in the magic-lantern era.

While the Services have turned the 'piece of equipment' into a substitute for the teacher, the other Government departments, through the Ministry of Information, have altered it in another way, but still with the same effect of making the film actually instruct. This second type of film, charged with a carefully-prepared appeal, presents one point of view only, and that frequently an emotional one. The material that provokes argument and discussion is removed. The danger of the 'propaganda' teaching film is the same as that of the film designed to teach by itself—it puts over knowledge and puts it over remarkably well, but it does not develop the mental powers of a class. Another objection to the too-frequent use of both these types of film among pupils of an impressionable age is that they may tend to develop an exaggerated belief in what they see on the screen. As we know, the film is one of the most potent weapons of propaganda, and we cannot start too early to develop among our children a critical attitude to what is presented to them by moving pictures, and a healthy tendency to query and even disbelieve it, and to realize that they may be being 'got at'. This critical tendency should be developed also among adult education groups, teachers' study circles, and students in training colleges, all of whom show a lamentable tendency to believe what they see in a film.

We still have, then, in this post-war period three types of teaching film, that which teaches, that which inculcates a point of view, and that which provides material for teacher and class to work on. There are also many documentary and other background types of films. Shall we use films at all for teaching, shall we use one kind only or shall we use all kinds, and how many of each kind? How closely shall they be correlated with text-book and strip-film? Will there be projectors in the schools to show them on? Shall we inculcate the use of films in training colleges, or shall we let further generations of teachers loose in the schools with no practical knowledge of this most powerful medium for influencing and directing thought? How are we to distribute films if we do use them? Obviously they must be easily accessible to teacher and student. While a central film library has the charm of simplicity, local libraries run by educational authorities and even school libraries have the advantage of propinquity. Probably a judicious mixture of both central and local libraries would be best, the central handling rare and little-used films, local libraries supplying the generally-used films, and school libraries containing frequently-used films. Then, too, where are the films to come from? In war-time we have got used to Government-sponsored films, but teachers in this country are not accustomed to accept their teaching material from the Government, being rightly jealous of their freedom of choice. Yet no one can deny the Government the right to sponsor a film and to explain its point of view, just as departments publish White Papers. Again, a compromise will no doubt be the best solution and, considering the vast number of films we need for all types of schools, colleges, and technical institutes, for the different age-groups and for the whole range of subjects in the curriculum, no reasonable person need fear that either Government production or private enterprise would, within a measurable number of years, exhaust all the film subjects that teachers need. Rather is it important for all parties to collaborate for production in this country, lest, while we argue, the films are made by foreign producers and pictures with a non-British approach to life seep into our schools.

The war has wiped away all such questions as whether the film can be an aid to teaching, whether the film can teach, whether non-experts can handle projectors, whether we shall have sound films, and the possibility of co-ordinating films with other educational equipment. The answer to all these questions is in the affirmative. The expense, progressively less as more projectors and films are used, and as the foreign market for British instructional films reopens, will not be prohibitive. What holds us back? Chiefly the apprehensive attitude of non-progressive teachers and educationists who are not at ease with the moving picture. The gap in film appreciation between teachers and their pupils is often astounding, the children, with their trained grasp of the accustomed film medium, following the film easily and intelligently while the untrained teacher lags far behind. What we need is to accept the film as one of the newest of the arts, and to train our teachers until they handle this new adjunct with the ease and flexibility with which they handle the book or the scientific apparatus. It is the teachers and educationists that must become film-conscious—the pupils are so already.

Digitized by Google

Important Announcements

GREAT ADVENTURE

Pioneer Studies for action in Education

N. and J. H. Higginson

A volume dealing with the experiences of the authors in various spheres of adolescent and adult education. Teachers and workers in connection with the Youth Service will appreciate these inspiring chapters and it will make a strong appeal to men and women coming out of the forces into civilian life. *Ready shortly.* **4s. 6d.** net

MEN AT WORK

C. A. Oakley

Lecturer on Industrial Psychology, Glasgow University

A survey of industrial efficiency from the standpoint of the human factor. It deals with new conceptions of management; there are fresh ideas on teaching young people their job, devices for alleviating monotony and kindred subjects, including "music while you work." An indispensable book for all those whose job it is to manage people in an industrial concern. *Ready October.* **8s. 6d.** net

EDUCATION WITH A TRADITION

M. O'Leary, M.A.

This is a story of the value in matters educational, of the influence of changing principles and a definite ideal of life. Historically, the book deals mainly with the Society of the Sacred Heart.

12s. 6d. net

THE ADVENTURE OF YOUTH

Professor Olive Wheeler

An enlarged edition of the author's book, *Youth*. It deals with the psychology of adolescence and its bearing on the reorganization of adolescent education. Much new matter has been added. It will be particularly useful to members of local education authorities, and teachers working under the new conditions made possible by the Education Act of 1944. *Nearly ready.* **6s. 6d.** net

UNIVERSITY OF LONDON PRESS LTD.

Malham House Bickley, Kent

Digitized by Google

MORE ABOUT THE MULTILATERAL SCHOOL

By Dr. F. M. EARLE, Headmaster, High School, Kirkcaldy

IN a previous issue of this journal[1] the multilateral school was discussed by two eminent educationists. Professor Kandel warned British readers against a too-ready acceptance of idealistic slogans, among which he placed the multilateral school. Having enumerated some of the major defects of American secondary education he suggested that " the problem of finding the right education for the right pupil is no simpler in the multilateral school than it is where separate schools, functionally organized, are provided with *teachers trained to be on the alert to see that pupils do get into the right school.*[2] It leads, as American experience has shown, to a confusion of educational values, lowering of standards, and inadequate adaptation to individual abilities and aptitudes ". But he also recognized the possibility that the British advocates of the multilateral school might " in their wisdom devise a better type ".

The late Sir Percy Nunn expressed a desire to see some " well-considered experiment " in the application of the multilateral idea, but, at the same time, thought he could discern advantages in grouping together schools of different type—each school discharging a limited but characteristic function, and all, combined, providing the full range of activities required in the school system of to-morrow. The dangers of segregation were to be minimized by having the pupils of the separate schools share in the games and social activities of the larger community to which they were each to belong.

In this article I propose to discuss these questions from the practical standpoint of one who, for sixteen years, has been in charge of a " well-considered experiment " in which the adoption of the multilateral idea has not yet resulted in any " confusion of educational values, lowering of standards, and inadequate adaptation to individual abilities and aptitudes ". On the contrary, we have been able not only to adjust our procedures to individual needs with considerable success, but also in the process to acquire a deeper understanding of the real educational values involved.

I agree with Prof. Kandel that the problem of finding the right education for the right pupil remains basically the same no matter what type of school organization be adopted, but I suggest that it has two aspects which ought to be clearly separated —one, the study of the pupil's needs, the other, the organization of the formative and educative influences designed to meet those needs.

The first question—" How can we obtain sufficient information about the pupil to enable us to decide what course of study it will be most profitable for him to pursue ? "—can be answered only by enlisting the aid of educational psychology, by controlled observation, by the use of standard measures of attainment, intelligence, and special aptitude, by the study of the relation between any child's behaviour in prescribed test situations and subsequent school progress. Having used psychological tests (including tests of special abilities) to a considerable extent, I have no hesitation in declaring that the examination techniques which have developed in the last twenty years add appreciably to the accuracy of the diagnosis of individual needs ; and that, where they are properly used, one can advise or prescribe studies for any particular pupil with justifiable confidence. This is not in itself an argument for the multilateral school, but it is an essential prerequisite of the differentiation which must take place *within* such a school, just as it is for whatever process of sorting be used to allot pupils to separate schools of different type, when that is the organization to be adopted. Yet, it is an odd commentary on the confused thinking that has been going on that the advocates of selective schools —who ought to be the keenest supporters of an exact examination technique—seem to be largely indifferent to this aspect of their problem.

The second question—" In what form of organization can the individual needs be best satisfied ? "—can be answered just as positively when we understand clearly what are the real aims of secondary education, and what is involved in achieving them.

If there were only two or three types of ability to be considered, and if pupils could be easily classified as belonging to one or other of such limited intellectual or ability groups—and if we also ignored the social aspects of the school environment—we might agree that the segregation of types would not, in itself, be any disadvantage ; and the more firmly we believed in the efficiency of examination techniques the less could we deny this possibility. But the fact is there are not just two or three main types ; there are many varieties of human ability and character and any reduction in the number of groups or ' types '—even to six or eight or ten—necessarily produces those ' misfits ' for whom progressive adjustment is always necessary. In what organization can such ' border-line ' cases be most effectively dealt with ?. If the answer favours the multilateral school, as I think it does, it is not so much because adjustment can be arranged with less difficulty but because it can be done more speedily and within an organization in which finer gradings are possible. A rigid separation into a small number of types must mean, in practice, either a duplication of sub-groups within separate schools, or a considerable increase in the number of ' misfits '. In short, even when the preliminary diagnosis of the pupil's needs is good, errors of placing are bound to result from the coarseness of the classification caused by the limited school groups available, and, when the diagnosis is bad, the errors must be considerable.

I believe that the multilateral school, because it provides a flexible means of adjustment between its more numerous subdivisions, can be not only more economical, but also more successful, for I have observed that the number of maladjusted and misplaced children has remarkably decreased as our organization has improved. It may be true that this result is partly due to the better techniques of individual study which we have developed ; nevertheless, I am sure that the prompt adjustment of individual difficulties, as soon as the desire for a change has been expressed—or the need observed—has contributed appreciably to it. The direct consequence of these adjustments is seen in a more developed sense of progress and well-being, in happier relations with teachers, and in a more successful ' orientation ' to school life generally. I do not suggest that these effects cannot be obtained in the selective schools, but I believe they can be obtained more swiftly in a multilateral school.

(Continued on page 488)

Digitized by Google

BLACKIE

Book II now ready

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. Book I, 3s. Book II, 3s. Book III in preparation.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

Book I is intended for pupils of 11 or 12, and Book II for pupils of 12 or 13. In both books the grammar lessons comprehend only the broadest outlines.

THE MINSTER ENGLISH TEXTS

With Exercises by J. C. DENT, M.A., Head Master, Westminster City School.

Each book is provided with two sets of exercises—one on the text in general and the other designed to help more detailed study of selected passages.

Just added

KIDNAPPED. By Robert Louis Stevenson. 2s. 6d.

ADDISON—The De Coverley Papers. 1s. 9d. AUSTIN—Pride and Prejudice. 2s. 6d. BUNYAN—The Pilgrim's Progress. Part I. 2s. DICKENS—A Christmas Carol. 1s. 9d. ELIOT—Silas Marner. 2s. 3d. KINGLAKE—Eothen. 2s. 3d. LAMB—The Adventures of Ulysses. 1s. 9d. MACAULAY—Essay on Clive. 1s. 9d. SWIFT—Gulliver's Travels. Parts I and II. 2s. 3d.

SHAKESPEARE

Blackie's editions of Shakespeare's plays include the following well-known and popular series:

THE WARWICK SHAKESPEARE. 25 plays. 2s. 9d. each.

THE JUNIOR SCHOOL SHAKESPEARE. 17 plays. 1s. 3d. each.

THE SELF-STUDY SHAKESPEARE. 14 plays. 1s. 2d. each.

THE PLAIN-TEXT SHAKESPEARE. 20 plays. 9d. each.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new "Warner and Marten")

GEORGE TOWNSEND WARNER, M.A.
SIR C. HENRY K. MARTEN, K.C.V.O., M.A.
D. ERSKINE MUIR

The famous "Warner and Marten" completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve "periods" into which the book is divided. Available in the following forms:

Complete—55 B.C.–A.D. 1939. 11s. Book One—55 B.C.–A.D. 1603. 5s. 6d. Book Two—1603–1939. 6s. 6d. Section Two—1485–1714. 3s. 9d. Section Three—1603–1783. 3s. 6d. Section Four—1688–1939. 5s. 6d. Section Five—1783–1939. 4s. 3d.

Part III, now ready

SCHOOL CERTIFICATE PHYSICS COURSE

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon.), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne.

Part I. HEAT. With 121 diagrams. 3s. 6d.
Part II. MAGNETISM AND ELECTRICITY. With 215 diagrams. 5s.
Part III. LIGHT. With 171 diagrams. 4s.

No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers.

A PUBLIC SCHOOL BIOLOGY

By J. T. HANKINSON, M.A., late Biology Master and Medical Tutor, Stowe School. With 147 diagrams. 6s. Primarily intended for any of the School Certificate Examinations, and in especial for the syllabus of the School Certificate of the Oxford and Cambridge Schools Examination Board.

A SCHOOL CERTIFICATE CHEMISTRY COURSE

By P. T. FREEMAN, M.B.E., B.Sc., Ph.D., F.I.C., Head Master, Peter Symonds' School, Winchester, and J. L. ST. JOHN, B.Sc., Assistant Master, Peter Symonds' School, Winchester. 8 half-tone plates and 77 figures. 5s.

GENERAL SCIENCE

By L. J. M. COLEBY, M.A. (Cantab.), Ph.D., M.Sc, (London), Senior Science Master, County School for Boys, Gillingham, Kent. In two parts. Part I, with 4 half-tone plates and 178 diagrams, 3s. 6d. Part II, with 1 coloured plate, 4 half-tone plates, and 185 diagrams. 5s. 6d. The two parts of this four-year course provide all the General Science needed for School Certificate purposes.

A SCHOOL ALGEBRA

By C. WOIDE GODFREY, M.A. (Cantab.), Head Master of Thetford Grammar School and R. C. B. TAIT, B.Sc. Hons. (London), Royal Liberty School, Romford. A course in Algebra, which covers the School Certificate Syllabus of Elementary Mathematics for all the various examining bodies. The book is divided into four parts, each containing a suggested year's work, and is issued in the following forms.

Complete, 4s. With Answers, 4s. 3d.
Parts I and II (one vol.), 2s. 6d. With Answers, 2s. 9d.
Part III, 2s. With Answers, 2s. 3d.
Parts III and IV (one vol.), 2s. 6d. With answers, 2s. 9d.
Part IV, 2s. With answers, 2s. 3d.

A SCHOOL GEOMETRY

By C. WOIDE GODFREY, M.A. (Cantab.), and R. C. B. TAIT, B.Sc., Hons. (Lond.). With or without Answers. 4s.

A course in Geometry leading up to the School Certificate Examination.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

We should be wise, I think, not to allow Prof. Kandel's statement about American dissatisfaction to influence us unduly. Rather should we consider whether the multilateral school can enter naturally and appropriately into the British way of life and thought. Since it has already done so in Scotland there seems to be no good reason why it should not be similarly successful in England.

But, in this connexion, we must recognize that our educational system as it is *yet to be* need not necessarily remain identical, either in aims or in organization, with what it has hitherto been. The segregation of pupils which has been the characteristic of our system of yesterday and to-day arose, in part, from the fact that school life ended in some cases at 14, in others at 15, and in others at 16 or later; the separation came naturally and was accepted as inevitable. The further classification of pupils for purposes of instruction was, of course, influenced by other considerations such as their interests, aptitudes, and ambitions; nevertheless the distinctive character of the English elementary, central, and secondary schools has been appreciably influenced by the probable length of school life of the pupils who attended them. Moreover, it should be noted that those multilateral schools which have endeavoured to provide for diverse individual needs have, until recently, found the school-leaving age of 14 a very serious handicap in the successful achievement of their aims—which, it should be remembered, refer to pupils of *all* types.

In the schools of to-morrow, however, all pupils are likely to remain in full-time attendance until 16, and this will create an entirely different situation. Those children whose school life was unduly curtailed will not in the future maintain that indifference towards school and its associated activities which they generally displayed when their immature minds were dominated by the approaching prospect of wage-earning. And many of the parents who hitherto thought mainly of additions to the family income will most certainly want *their* children to gain all the practical benefits that this universal extension of school life may be expected to give—a natural impulse which will be considerably strengthened when family allowances and free midday meals help the family budget.

In the multilateral school of to-day the signs of this changing attitude are unmistakable, and, when it becomes common, we shall face a situation in which our existing scholastic distinctions must eventually become obsolete.

Consequently, I find it hard to believe that the housing of this large additional secondary-school population in separate schools will ultimately prove beneficial either to the children or to the community. I agree that some people will find the alternative idea of a close association of schools rather attractive, especially where the joint community life is effectively organized; but I confess that, as a school administrator responsible for the activities of a large staff, I should not expect the staffs or the pupils of three or four schools separated by marked differences in aim and in function to fuse so easily into a community whole as the admirers of this idea seem to hope and expect. Before there can be such a fusion the barriers to it must be broken down; yet it is everywhere evident that barriers already exist in considerable strength, and it therefore seems unlikely that this form of organization will readily *lend itself* to such adjustment.

On the other hand, I have found no difficulty in organizing the work of a multilateral school on a *subject* basis with a 'principal teacher' in charge of each department of instruction in which the complete range and variety of pupils' needs have to be considered.[3] In practice, some teachers in each department are concerned mainly with the academic types, while others deal mostly with the technical, domestic, and commercial types. Yet, while some have shown poor powers of adaptability when asked to work with pupils of abilities and aims other than those to which they have been accustomed, it is generally true that most teachers can adapt their procedures and methods to the varying needs of their pupils, and that the experience so gained has a definitely broadening and humanizing effect. I believe it exerts a wholesome influence both upon the teacher's attitude to particular groups of pupils and upon the standards of work which he may properly seek to exact from any given individual.

This adjustment works both ways; so far as our experience goes there is no truth in the assertion that academic standards are necessarily lowered in the multilateral school. Whatever value school-certificate successes may possess as a measure of such standards, it is a fact that in at least one multilateral school both the number and the percentage of successful certificate candidates has steadily increased since the school was enlarged and its interests extended beyond those of the traditional academic curriculum. Here are some data to support this statement.

CONVERSION OF A SECONDARY SCHOOL FROM A SELECTIVE TO A MULTILATERAL ORGANIZATION. EFFECT ON STANDARDS OF WORK.

NUMBER AND PERCENTAGE OF PASSES AT THE SENIOR LEAVING CERTIFICATE EXAMINATION (SCOTLAND).

FIVE-YEAR PERIOD	1925–1929	1933–1937 (Five Years)	1938–1939 (Two Years)	1940–1944 (Five Years)	1945
Average yearly number of Candidates . .	88	87	40	50	65
Percentage successful .	70	72	75	85	86
		(a)		(b)	

(a) Conversion took place in 1929.
(b) Leaving Certificate regulations were broadened from 1940 on.

Such data provide the only factual evidence it is possible to give of what I believe is a general truth, *viz.* that higher achievement and greater satisfaction with the progress made will invariably occur when the group of subjects studied is progressively adjusted to be in harmony with the individual's aptitudes and ambitions.

But improved differentiation of abilities for purposes of instruction would be useless without adequate provision for their proper exercise and development. This implies specially-equipped rooms for arts and crafts, science (various), music, physical training, and the like. It is not difficult to calculate how many and what kind of rooms are needed for children of different abilities and ambitions, but there usually comes a point at which questions of economy complicate the problem of separating into 'types'. I imagine that the adoption of the plan for a group of schools would, in not a few instances, involve the sharing of certain specially-equipped rooms (for domestic science, commercial work, film-projection, &c.). This might be welcomed as tending to break down the barriers to free association, but I believe

(*Continued on page 490*)

Digitized by Google

NELSON

The Teaching of English

This famous series now numbers well over 200 volumes, for titles have been regularly added during the war; constantly growing. The following classifications give some indication of its variety and range.

Text-books and Reference Books; Stories, Romances and Novels; Play Books and Dramatic Literature; Anthologies and Literary Studies; Travel Literature; Prose Books; Poetry Books; "Approach" Books; Books for Teachers.

The books are clearly printed, and bound in cloth with gilt lettering. As regards both their format and their contents they can, as the *Daily Telegraph* says, "form *the nucleus of a library*". Each volume is edited by an expert in his own field.

The Senior Literature Volumes are now **1s. 9d.** *each*

Nelson's Aeroscience Manuals

"A series of Aeroscience Manuals designed to cover the whole field of the sciences underlying the principles of aeronautics. The authors include some of the foremost scientists and teachers of the present day."—*Belfast News Letter.*

The series is under the general editorship of PROFESSOR H. LEVY. The large number of exercises and diagrams make the series suitable for individual as well as for class work. Each **5s.** net

ALREADY PUBLISHED

Elementary Mathematics — Professor H. Levy

Elementary Statistics — Professor H. Levy, M.A., D.Sc., & E. E. Preidel, M.Sc.

Chemistry and the Aeroplane — Vernon J. Clancy

Aerodynamics of the Aeroplane — W. L. Cowley

The Men Who Fly — Flt/Lt. Hector Hawton

Weather Study — D. Brunt, F.R.S.

Night Bombing — Flt/Lt. Hector Hawton

Air Navigation — E. R. Hamilton

Basic Radio — C. L. Boltz

Modern Trigonometry — M. J. G. Hearley

Mechanical Physics — Professor H. Dingle

Sub-Atomic Physics — Professor H. Dingle

★

Play Way English for To-day

D. A. BEACOCK, M.A.

"Caldwell Cook's work at the Perse School was a source of inspiration to many hundreds of teachers. This story of his life, written by one of his pupils, is particularly valuable because it contains, in addition to biographical details, an account of his Play Way methods in the classroom."—*Times Educational Supplement.* *Illustrated.* **8s. 6d.** net

Browne & Nolan's Latin Classics

Nelson are now acting as Agents for the Sale in this country of the well-known Browne & Nolan Latin Classics, which have been rebound in attractive green cloth with gilt lettering. These volumes contain a preface, introduction to text, and many notes, together with a full vocabulary. Contents of each volume averages 190 pages. Price **2s. 6d.** each.

The following books are now available:

Virgil: Aeneid, II and V
Cicero: De Senectute
Cæsar: Gallic War, I and II
Horace: Odes, III
Livy: XXVI

Further volumes available in the near future:

Horace: Odes II
Horace: Epodes
Virgil: Aeneid III and VI

A TIMELY PUBLICATION

Religious Education in the Senior School

R. L. ARUNDALE

"The author traverses the whole range of religious training of the adolescent. It is a masterpiece of industry and condensation. It is obviously the work of a practical teacher who has tested theory on the hard anvil of experience.
It is to be commended to all who are interested in the spiritual upbringing of young people. Everything in the book is up to date."—*Education.*
8s. 6d. net

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

the general situation would tend, in such a case, to approximate more and more to that of the multilateral organization, without the very great, and indeed indispensable, advantages of unity of direction and co-ordination of aims.

We are apt to regard the separation of *buildings* as implying a separation of school *units*; yet adjacency of work-rooms is not an indispensable feature of an educational organization, for in the larger schools there might very well be separate 'science' blocks, 'arts' blocks, &c., according to need, just as the all-important 'Hall' might be made distinctive by its separation from the work-rooms and rest-rooms. Buildings are merely a means to an end; what really matters in the educational organization provided by any adult community for its young people is that there should be expressed in every part of it unity of spirit, definiteness of purpose, and co-ordination of endeavour. To which some would also add equality of opportunity though this is so variously interpreted that it is apt to lead to confusion.

I believe that all these qualities will be found in full measure in those multilateral schools which already exist in this country—schools which so far have been staffed and worked, not by supermen but by teachers no better and no worse than their colleagues elsewhere. It is true that the multilateral school may often make demands on its staff which a selective school may not, but the required adjustment by the teacher is only one example of the vital and necessary changes which must take place in our profession as we adapt ourselves to meet the needs of the next generation of school children—needs which as yet are largely unknown to us!

[1] *Journal of Education*, February, 1943.

[2] The italics are mine. This, surely, is a condition which would apply to the primary schools from which the pupils come rather than to the secondary schools which receive them.

[3] The danger of lack of co-operation between departments is not confined to the multilateral school, so is not relevant to the main argument of this article.

"A SOUND CLASSICAL EDUCATION"

By an EX-HEADMASTER

TO one who was first introduced to school life at the age of 4 and whose main interests for a period of over fifty years since have been centred in education nothing is more striking than the immense progress which has been made during the past half-century in the school curriculum and in methods of teaching. Those who reproach the schools with unreasoning conservatism tend to found their criticisms on half-remembered impressions of their youth spent during the latter part of the nineteenth century; and they usually realize very imperfectly what the schools of to-day are doing. When Mr. H. G. Wells, for example, charges the teaching profession with "drooling" he is obviously basing his accusation on his own private-school experience in the eighteen-nineties. In order to emphasize this change which has come over school education during the last fifty years the writer has thought that a short description of his own education may be of some interest to his younger professional colleagues and may illustrate a phase of that 'silent revolution' which is so often overlooked by the general public.

At the age of 4 I started my career in a 'kindergarten'. It was quite the most progressive of all the schools which I attended. There was plenty of scope for free activity, for games and songs; and indeed the general atmosphere was much like that of a modern infant school. At a later stage I was transferred to an establishment which, according to a brass plate on the gate, purported to be a 'school for the sons of gentlemen'. It consisted mainly of day pupils and was presided over by an elderly lady who was the sister of a well-known publisher. His imprint appeared on all the books which were lavishly distributed as prizes at the end of each session. Our school work consisted very largely of committing material to memory and of reproducing it by rote. For general knowledge we used *Mangnall's Questions*. Similar catechisms were also provided for instruction in history, geography and scripture. Other rote work included arithmetical tables, lists of the kings of England and their dates, counties and county-towns, the books of the Bible—in fact, any kind of information which could be reduced to tabular form. We learnt by heart the Ten Commandments, the Apostles' Creed, Collects; but so far as I can remember, no explanations were ever given; and, although through constant repetition we became word-perfect, we understood little of what we learnt. It was in this 'dame's school' that I first started Latin—at the age of 9. Before I left I was even reading Caesar, Gallic War, Book IV. At least, that was the theory; but the work was of the most primitive and unintelligent kind. We were given a daily lesson by a young woman whose knowledge of Latin was comparable with our own and who used a literal translation to assist her efforts to teach us; but from time to time we were visited by an elderly gentleman in a frock coat and with a large *nævus* on his cheek (a source of endless interest to us), who put us through our paces—though to what effect, I do not remember. At any rate, he was an LL.D. (of London, I think), so that he probably knew something of his subject.

At the age of 11 I entered a 'preparatory' school. The headmaster had a keen appreciation of good literature and I am still grateful to him for introducing me to *The Tempest*, *Twelfth Night* and *Henry V*. The best part of the day was in the evening when he used to read to us the novels of Stevenson and Dumas. We were, I believe, pretty well grounded in arithmetic, and the elements of algebra, and *Euclid*. History and geography were still confined to the memorization of dull, dry facts. In the ordinary curriculum there was no provision for music or handicrafts or art, but I learnt the piano and drawing as 'extras'. Great emphasis was laid on Latin, and soon after entering the school I started Greek. About the same time I began French which was taught by a visiting mistress on what I believe was called the 'Gouin' system. This was a forerunner of the Direct Method; but it was very badly applied by the teacher and throughout my schooldays my attainments in French were very small.

I spent some three years at this school and then entered what called itself a 'public' school (though it consisted mainly of day-boys) to which I had been

(Continued on page 492)

Digitized by Google

LONGMANS

MODERN TEACHING, PRACTICE AND TECHNIQUE

By J. H. PANTON, M.A. 8s. 6d.

This book will prove of great value to all men and women now entering the teaching profession. The treatment is intensely practical, suggestive rather than prescriptive, liberally illustrated by reference to actual school conditions, and on lines which the author has tested out and found effective during his experience of teacher-training.

"Contains a wealth of experience, information, and suggestion which no young teacher can afford to ignore . . . a real value for many who can no longer be classed as beginners."

—*The Times Educational Supplement.*

AN INTRODUCTION TO AN ENGLISH HIGHWAY

By A. R. MOON, M.A., and G. H. McKAY, B.A. 2s. 3d.

"Constitutes an attractive and practical approach to grammar, and provides a series of well-devised questions to test comprehension and appreciation and secure clarity of expression."—*Schoolmaster.*

BRITISH AND FOREIGN HISTORY

By H. H. DANCE, M.A.

BOOK I. CHRISTENDOM AND BEYOND. THE MIDDLE AGES. 3s. 6d.
BOOK II. NEW EUROPE AND THE NEW WORLD (16TH TO 18TH CENTURY) 3s. 6d.
BOOK III. THE MODERN WORLD (SINCE THE 18TH CENTURY) 3s. 6d.

"The foundation of a critical sense is laid by exercises on the Source Readings, carefully chosen and varied, and by questions accompanying the illustrations; some of these break new ground. Linked with charts and diagrammatic maps, they form an integral part of the study planned in this intelligently simple survey of world history."—*The Times Educational Supplement.*

GEOGRAPHY FOR TO-DAY

This Series of Geographies for Middle Forms provides a carefully planned course for the years of progressive development which lead up to the School Certificate year. Throughout each book, the object is to help the pupil to apply to world geography the geographical principles learned in connexion with a special area, each principle being fully elucidated in the course of the regional studies.

Main Divisions

I. AT HOME AND ABROAD, 3s. 6d.
II. THE SOUTHERN CONTINENTS, 5s.
III. NORTH AMERICA AND ASIA, 5s.
IV. EUROPE AND THE BRITISH ISLES, 5s.

Sub-Divisions

AFRICA, 3s.
AUSTRALIA AND NEW ZEALAND, 2s. 9d.
SOUTH AMERICA, 2s. 9d.
NORTH AMERICA, 3s. 6d.
ASIA, 3s. 3d.
EUROPE, 3s. 6d.
THE BRITISH ISLES, 3s. 6d.

A COMPLETE REVISION PHYSICS

Notes and Questions

By S. R. HUMBY, M.C., M.A., and F. W. GODDARD, M.A., F.C.S. 4s. 6d.

A readable revision book in Hydrostatics, Heat, Light, Sound, Electricity and Magnetism fully covering the various School Certificate Examinations. It contains 250 selected and graded questions from recent papers.

LONGMANS, GREEN & CO., LTD., 43 ALBERT DRIVE, LONDON, S.W. 19

Digitized by Google

awarded a scholarship. The real reason for my going to this particular school was that my father, grandfather, and other relations had been pupils there. Its headmaster was a distinguished scholar and one of the finest men I have ever known. Contact with him was the chief thing of real value which I owe to this school. My budding attainments in Latin and Greek were responsible for my being allocated to the 'classical side'. There I had a lesson practically every day in each of these subjects and once a week in the upper forms we studied the Greek Testament. English was taught on precisely the same lines as Latin and Greek. We used Verity's Shakespeare, and the teacher's main object was to see that we had properly prepared the notes. There was no kind of dramatic work, and only once during my school life did I ever see a performance of a play of Shakespeare. The study of history continued to be a memorization of facts. The syllabus must have been badly planned. I took this subject for only three years, during two of which we studied the same period (1066–1509), using Gardiner's text-book, and in the other year we made a more detailed survey of the eighteenth century. The rest of English history was a complete blank, and of course no European history, as such, was taught. I never had a lesson in geography after the age of 11. The teaching of French was incredibly bad. We used *Chardenal* and the master was a Frenchman who may have known his subject, but was quite incompetent as a teacher and a disciplinarian. But, when I was about 13, I started German and had the advantage of learning it from two young and progressive masters who afterwards went far in their profession. Mathematics on the whole was well taught, and, although I was never good at sheer arithmetic, I found much in this subject to interest me. But I never had a single lesson throughout my school career in any kind of science. Nor was any provision made for music or any form of art or handicraft. I took gymnastics as an 'extra' out of school hours and, of course, organized games formed a conspicuous part of the school life.

By the time that I had reached the sixth form the question of 'what I was going to be' presented itself. I wanted passionately to be a doctor and to go to one of the London hospitals; but the school decided that I should work for a classical scholarship, and my father, who was a journalist and whose favourite adjective was 'literary', was anxious that I should go to Oxford. So the Latin and Greek were intensified and, in my eighteenth year, after two abortive attempts, I was awarded a classical exhibition worth £75 a year and tenable at one of the colleges of our oldest university. Soon after I came into residence I asked my tutor whether I could study medicine; but I was informed that a classical exhibitioner was expected to read 'Honours Mods.' and 'Greats'. I have never hated any work quite so much as that which I was required to do for the first of these examinations. Hitherto I had never found the study of classics interesting or attractive, and the methods by which they had been taught to me had done little to help me to overcome this repugnance. Now I was required to plough my weary way through innumerable lines of Homer and Virgil, endless speeches of Cicero and Demosthenes, besides set books with critical questions and emendations, proses—which seemed to my youthful impatience to be largely sheer imitation and a *pastiche* of tags—unseens—a kind of missing-word competition. Plato's *Republic* afforded some sort of relief, though I felt I could have got all I needed from an English translation; at any rate, it would have made the argument more easy to follow. Even formal logic was welcome as a change from the dreary waste of Latin and Greek. However the two years eventually went by, and music and some desultory reading in various kinds of natural science and in French and German were my chief hobbies. Then came 'Greats'. At first I was completely at sea, but by dint of hard work I tried to overcome the difficulties. But with my critical and utilitarian outlook most of the subject-matter seemed to me remote and useless. The course certainly required one to think, but one had the feeling of continually groping in the dark or following will-o'-the-wisps. The ancient history for the most part was not uninteresting; but this again seemed to deal largely with "far-off things and battles long ago", with little 'carry-over' into the life which I had to live and the world in which I had to make a career. I still sighed for medicine. At last there came a day when at the end of my four years I was awarded by my college a senior scholarship which gave me an independence for four more years without any restrictions as to the particular line of study in which I should engage. Now at last I was free. It was too late to start a medical course, especially as I had never at any period of my school life had any instruction in chemistry, physics, or biology; but I could henceforth devote myself to geography, history, modern languages, science, education—subjects which seemed to me to have some direct significance in relation to the world around me and which have been my main academic interest ever since.

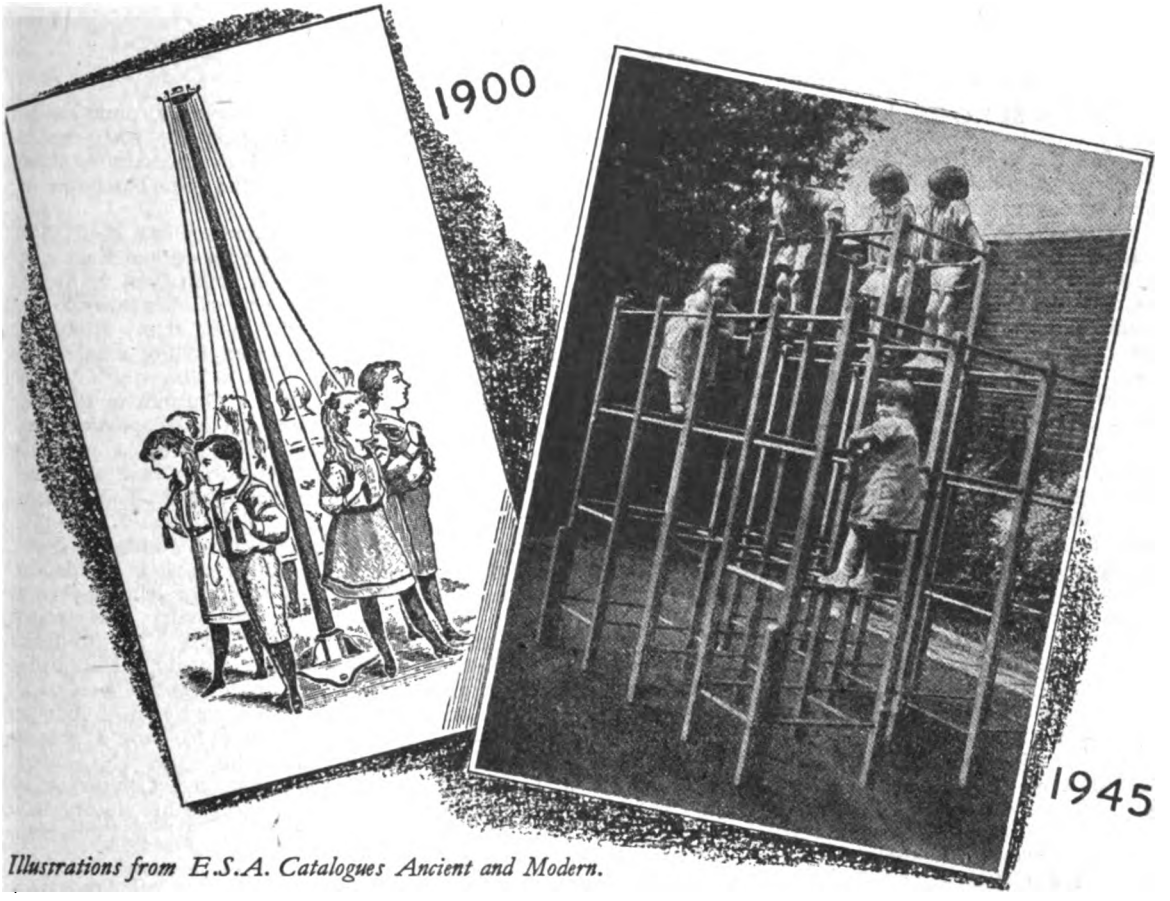
It is satisfactory to feel that an education of this kind would be quite impossible nowadays. We no longer teach Latin to little boys of 9 or start them on Greek at 11. It is impossible for any one to leave school at 18 never having had a lesson in any kind of science, or any school instruction in music or art or handicraft. Rote methods of teaching are no longer regarded as the normal procedure. The inadequacy of the formal-training theory has been fully demonstrated. To-day there is, I think, far less danger of a boy who has little real aptitude for Latin and Greek, or feeling for them, being crammed into the classical mould. There are new university honours schools which give fuller scope to those whose interests do not fit so readily into the traditional grooves. This progress has been very largely the work of the last fifty years and it is very real progress.

"In fact Dr. Blimber's establishment was a great hot-house in which there was a forcing apparatus incessantly at work. All the boys blew before their time. Mental green peas were produced at Christmas and intellectual asparagus all the year round. Mental gooseberries—very sour ones too—were common at untimely seasons and from mere sprouts of bushes under Dr. Blimber's cultivation. Every description of Greek and Latin vegetable was got off the driest twigs of boys under the frostiest circumstances. Nature was of no account at all. No matter what a young gentleman was intended to bear, Dr. Blimber would make him bear to pattern somehow or other.

"This was all very pleasant and ingenious; but the system of forcing was attended by the usual disadvantages. There was not the right taste about the premature productions and they did not keep well. Moreover, one young gentleman with a swollen nose and an extremely large head—the oldest of the ten who had 'gone through' everything—suddenly left off blowing one day and remained in the establishment a mere stalk."

Dickens: *Dombey and Son.*

Digitized by Google



Illustrations from E.S.A. Catalogues Ancient and Modern.

The History of Education

passes like a pageant across the pages of the catalogues which this House has issued during the last seventy years.

With each changing phase, with each improvement and innovation, we have kept abreast. Many schools which first came to us in our beginnings still look to us to supply their every need to-day. To-morrow, in the new Age of Education, this House will be as ready to play its part as wise planning and forethought can assure.

1870 ESA 1945

Catalogues are scarce, but can still be supplied to Principals.

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1 • *Telephone:* Holborn 9116
Stevenage, Hertfordshire • *Telephone:* Stevenage 500

Digitized by Google

CORRESPONDENCE

SCHOOL REGISTERS

SIR,—To the less ductile of us your hope that *Ad. Mem.* 48 will be withdrawn, and your dictum that a successful schoolmaster must be a happy man, are not wholly unconnected. During the war I have, week in week out, for the most part taken double forms—and not infrequently treble forms—due to shortage of staff, illness, and absence. Before the formation of the A.T.C. and the advent of the paid youth leader, I was at the same time able to put in several hundred hours with young people, all this without secretarial assistance of any kind. Difficulties—real difficulties—were, and still are, obstacles to be surmounted, and there was a joy of battle, attuned to the times, in overcoming them. So must it have been with many of my colleagues in the profession. The presence of a pupil we have continued to regard as a major child-centred consideration, and many of us have experienced awkward moments at times from the drastic measures taken against absence.

The identity of the individual child has now become engulfed in a mass of senseless futilities and ineptitudes. It is very true that my local education authority will provide secretarial assistance to deal with the avalanche of non-productive work, but I am not one who takes kindly to the pathetic English belief that we become richer and richer with every war. There are several factors essential to the success of the 1944 Act and, whether we like it or not, one of them is financial. Unless every schoolmaster, administrator, and Government official cuts down to a minimum non-productive labour, and the attendant cost of supervision and collection, then we are endangering its success. Nor is the material waste arising from the *Memorandum*, which you regard as irritating but many consider nauseating, altogether negligible. When feeling gives way to reason I may see the need for the existence of the Post School-Age Record. Its index allows no alphabetical arrangement of names, nor are the following pages numbered, so that it would seem just as difficult to find a name in the index as in the main body of the book. What advantage does it hold over a simple entry in the Statutory Admission Register of the month and year in which a child exceeds school age ?

As you say, the new regulations are influenced by the old regulations in the elementary schools. It is true that the log book has lost its clasps and lock and key, but the old " herring-bone ", Λ, if the instructions of one firm of publishers are to be followed, will still survive. There is no possible doubt that the marking of absence and a total of those present is an efficient and completely indubitable registration. But the official mind is completely non-deductive, and requires in addition a swarm of spinal vertebrae for conviction, with the result that school time spent on registration is still further increased. It cannot be that the shortening of secondary-school holidays is considered a compensation for the hours which will be inevitably lost through the more complex timetable arrangements in such schools. Actually, the use of the " herring-bone " is contrary to the instructions in the *Memorandum*, which seems to have been drawn up by a left-hand or back-hand writing official. The mark of attendance must be sloped thus: \. The physical strain involved is small, but it is unnecessary. My new registers, ominous and sinister in their accommodation for sixty names, provide however a square within a square, so that if the small one fails to contain the spine the larger one may well succeed.

" The letter killeth : the spirit giveth life." That saying of one of the world's greatest teachers is not yet sufficiently well worn or hackneyed to be discarded. One example by way of illustration. Last November, X.Y. presented himself at my study door and said he had been sent for exploding a firework in the class-room. I gave him a dozen. X.Y. said " Thank you ", and so did I. The matter had then been settled to the satisfaction of all parties. But not quite. At Christmas I received a gay card abounding in warm and cheering Christmas greetings. But these were not enough. In boyish handwriting there was added : " Love from X.Y." This was all in the best grammar-school tradition. Now I must reach for my punishment book in its delicate puce and green—what a clothing for crime !—lose all a schoolmaster's joy in boyish devilry, and proceed to ape the Creator and his Big Book. The invitation of the designer of the book to add my initials I shall not accept, but shall carry the grim business to the end and write my name ! But we live in a changing world. One day an ex-commando, now a peaceful employer, will call in and ask for a boy who is accustomed to facing awkward situations. Conviction will be immediately forthcoming. I shall simply hand him my punishment book in all its disarming camouflage.

King Charles I School, J. DRAKE.
Kidderminster.

THE TEACHING OF ENGLISH TO FOREIGNERS

SIR,—In a letter to *The Journal* for August, Mr. Gatenby drew attention to a neglected branch of educational work : the training of teachers of English as a foreign language. He rightly stressed the difficulty of the task and the necessity for teachers to be trained for this work. I am in complete agreement with him when he emphasizes the need for " at least two years' intensive training in the theory and practice of language-teaching for the non-English teacher, *apart from his study of the language itself* (my italics), and for the native speaker of English at least a year ". It is certainly true that " few of our educational authorities seem aware of the magnitude and extent of the problem ", but it will no doubt be of interest to those concerned with this work that the Institute of Education has given training in the theory and practice of language-teaching for a considerable period, and has given particular attention to the teaching of English as a foreign language for at least ten years. Teaching and research in linguistic method have also been carried on during this time. In addition, reference must be made to the valuable work in linguistics that is being done at the School of Oriental and African Languages, and to the important contribution to the teaching of English which is made by the Phonetics Department of University College, London. Though, indeed, all this will be seen to be

(*Continued on page* 496)

Digitized by Google

Not for acting, but for impromptu impersonation by the pupil.

A DRAMATISED BIBLE READER

Book III (For Use in Schools)

In Active Process of Preparation

By ELIZABETH G. GRAY (Edin. and Oxon.) and JOHN GRAY, B.Sc. (Lond.)

ST. PAUL, THE APOSTLE OF THE GENTILES

THIS WORK is an attempt to present to older pupils the life and work and letters of St. Paul in the realistic form of a dramatized Class Reader arranged in five Acts :

Act I—Saul of Tarsus : " A Pharisee of the Pharisees." Act II—St. Paul, the Missionary : " Depart, for I will send thee far hence unto the Gentiles." Act III—The Gospel reaches Europe : " Come over into Macedonia and help us ! " Act IV—The Gospel reaches " Asia " : " All that dwelt in Asia heard the word of the Lord." Act V—To Prison and to Death : " For as to life, life to me is Christ ; as to death, it is gain."

The thirty-two Scenes, carefully annotated, are linked together by explanatory connecting paragraphs, whose aim is to provide the historical background for a careful study of the growth of the Early Church. A special feature of the work is the brief simplified outlines of Paul's Epistles, each in its proper setting in the life story of this remarkable personality.

The full volume (including Introduction and Glossary) when completed will contain 12 maps and over 50 pictures and illustrations.

ALREADY PUBLISHED :

Book I—The Promise and its Fulfilment (the Story of the Hebrews from Abraham to Joshua in Five Acts). Price 3/6. Also in two separate parts : Book I, Part I—The Patriarchs, 2/3. Book I, Part 2—Moses and Joshua, 2/-. Book II—Heroes, Kings, and Prophets of Israel (the principal stories of the remainder of the Old Testament, in the form of a Trilogy). Price 10/6. Also in three separate parts of 3 Acts each. Book II, Part I—The Heroic Period (The Greater Judges ; Ruth ; Samuel). Price 2/9. Book II, Part 2—The (United) Monarchy (Saul ; David ; King Solomon). Price 2/9. Book II, Part 3—The Prophets (Elijah and Elisha) ; Pre-Exilic Prophets ; Exilic and Post-Exilic Prophets. Price 5/-.

To follow :

APPENDIX TO BOOK II

DANIEL AND THE THREE CHILDREN
(A Tale of Maccabean Times)

The Essentials of English-French Translation

For Certificate Classes

By ALEX. H. IRVINE, M.A.(Hons.)
Officier d'Académie Price 3/-

Containing a Synopsis of Grammar, Test Passages, and Revision Sentences for the use of Fourth and Fifth Year Pupils.

Practice and Progress in French Unseens

By ALEX. H. IRVINE, M.A.(Hons.)
Officier d'Académie

For 3rd and 4th Year Classes. Price 2/6
For 4th and 5th Year Classes. Price 3/-

Containing Hints and Aids for French-English translation with a graded collection of slightly adapted prose extracts from standard authors.

The Grant Educational Company Ltd.

12 Cursitor Street, Chancery Lane, London, E.C. 4

Digitized by Google

inadequate when the extent of the task and of the world-wide demand for teachers of English is realized.

P. GURREY,
Head of the English Department.
The Institute of Education,
London University.

PARITY OF CONDITIONS

SIR,—Your statement "that the first and most difficult task facing the Ministry and the local authorities is to achieve parity of conditions for the new secondary schools" shows at a glance what is wrong with the educational tendencies of to-day. Emphasis is laid on "parity" and not on the absolute excellence of standard. We should many of us feel happier and more confident that the official mind really has the highest ideals at heart if it were said "the first and most difficult task facing the Ministry and the local authorities is to raise the conditions of all schools, secondary and primary, to the highest standard". Enforced parity of conditions at a low standard is of no value; it may soothe the envy of the less capable with a temporary illusion of equality in ability, but it will also damp the initiative and sense of responsibility of the more capable.

The attempt which the Act has made to ignore the obvious difference between a school where pupils all leave at 15 or 16 and one where most stay till 18 or 19 is like trying to pretend that a university and a grammar school are almost identical.

If parity of conditions is an essential means to equality of opportunity, we must either give every citizen a university education or we must reduce the conditions of all educational institutions to a common level.

The emphasis which the Act has laid on disarming envy directed towards the more highly gifted is disproportionate and has stolen much of the Act's power. The two great needs of English education are (1) a drastic reduction in the size of classes in all types of school, (2) an enormous increase in the number of pupils who are given full-time education up to the age of 18, so that no special talent may be left undeveloped or undiscovered. The Act has laid great burdens of reorganization on all, and these tasks will occupy many years and do little directly to supply the two great needs. Education has unfortunately become too involved in politics, and the very aims which progressive politicians hope to achieve through education will be harder to achieve because of this interlacing of education and politics. The steady attacks on the autonomy of the school, the tendency to restrict more and more the scope of the teacher's responsibility, the finger of scorn pointed at those who fight for their privileges of independence that they may be a banner for others —all these are unhealthy signs of the subtle influence which the ethos of an enemy nation is having on us after our long struggle against him. The Act should have aimed at definite achievement rather than at placating as many interests as possible. The creation of tertiary schools for pupils up to 18 or 19, which would aim at providing a very high standard of education—academic, technical, industrial, or artistic —for at least 30 per cent. or 40 per cent. of our school population of the appropriate age, would be a first step which, with a reduction in the size of classes, might have been certainly achieved. This might also indeed have helped to bridge the gulf between State schools and independent schools, because these tertiary schools could have been given a degree of autonomy which would have attracted to their ranks those who rightly or wrongly fear the warm coils of the kindly but powerful administrator.

At a later stage further changes could be made, and perhaps it is not fanciful to hope that one day all boys and girls may be educated until 18. What is wrong now is that we are trying to fly before we can walk and therefore progress may be slower than it might be.

King's College, Taunton.
R. C. UNMACK,
Headmaster.

FRANKNESS IN ADVERTISEMENTS

An Open Letter to any Education Authority

LADIES AND GENTLEMEN,—May I beg you to listen to a plea on behalf of those like myself who wish to secure appointments under you?

You know very well that you expect the truth, the whole truth, and nothing but the truth from us in our statements both on the application form and at the interview. You naturally and rightly would feel justified in coming down upon us heavily if we wilfully misrepresented anything or deliberately withheld information the possession of which would cause you to view matters in a different light. But do you in your turn always treat us with the same frankness? I respectfully suggest that in your advertisements you often omit (no doubt purely from thoughtlessness) information which ought to be contained in them.

Let me give a concrete example. Many an authority has decided that during the period of hostilities all appointments to teaching staffs are to be on a temporary basis. But how often has an overworked teacher, with a satisfactory permanent post and therefore not interested in anything of a temporary nature, filled in an application form, been called to an interview, and then, when summoned before you to be informed that you had decided to appoint him, heard for the first time "This is a temporary appointment"? If only that word "temporary" had appeared in the advertisement in the first place the teacher would have been saved the trouble of obtaining an application form, of filling it in and copying his testimonials, of asking his headmaster for time off, and of enduring the discomforts of a war-time railway journey, and you would have been spared the trouble of a fruitless interview and your ratepayers the expense of his journey.

Again, some of you authorities have adopted the practice of appointing to headships only those already in your service. You are free to follow this practice if you wish, but, since not every schoolmaster in the land can be expected to be acquainted with the fact that you are doing so, would it not be better if your advertisements contained some such indication as "Other things being equal, preference will be given to candidates already in the Committee's service", and then teachers in other parts of the country would know just where they stood?

Similarly, if for any particular appointment you just are not going in any circumstances to consider any one under a certain age or over a certain age, or without a certain amount of previous service, or, in the case of technical schools, without industrial experience, why not say so very plainly in the advertisement? If only you were to do so, I am sure you would succeed in establishing more amicable relations with those whom you interview.

I am, Ladies and Gentlemen,
Yours respectfully,
AN APPLICANT FOR A TEACHING POST.

Digitized by Google

POETRY FOR YOU

C. DAY LEWIS

Crown 8vo. *4s. 6d. net*

"A modern poet who has had experience as a teacher in school, has written this little book to explain what poetry is and what enjoyment it can give."—*Times Educational Supplement.*

THE ECHOING GREEN

C. DAY LEWIS

Book I, 1s. 4d. *Book II*, 1s. 4d. *Book III*, 1s. 9d.

An Anthology for Children, 11–14 years.

The author combines a love and knowledge of the English poets with understanding and personal achievement in the field of modern poetry.

HERDER

A. GILLIES

Professor of German Language and Literature in the University of Leeds.

Demy 8vo, Cloth, 12s. 6d. net.

"An auspicious addition to Blackwell's new Modern Language Series."—*Times Literary Supplement.*

PAIDEIA

The Ideals of Greek Culture, III.

WERNER JAEGER

Director of Classical Studies at Harvard University.

Translated by GILBERT HIGHET,
Professor of Latin and Greek at Columbia University.

Med. 8vo, Cloth, 22s. 6d. net.

PROGRESS IN SCIENCE

W. L. SUMNER

Demy 8vo, illustrated, 15s. net.

In simple language the fascinating story is told of the recent work of scientists and its impact on our lives. There are sections on penicillin, sulphonamides and other drugs, jet propulsion and gas turbines, television, radio-location, atomic energy and the cyclotron, X-rays and the betatron, electron microscope and electronics, plastics and their uses, new plants for old, etc. The book, which is based on lectures given by the author to H.M. Forces, is illustrated by a number of plates and diagrams. It will be valuable for the non-technical reader or upper-form school pupil who wishes to know something of the possibilities of modern science in its applications.

BASIL BLACKWELL

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

NEWTON & CO. LTD.

(Established over 200 years)

More

PROJECTION APPARATUS

is becoming available for

CIVILIAN PURPOSES

but

Demand still exceeds Supply

and

Orders are dealt with in Strict Rotation

Address your enquiries to :

Telephone: WELbeck 4131 (2 lines)

72 Wigmore Street
London, W. 1

Telegrams: "Newtobar Phone London"

Digitized by Google

SCOTLAND

EDUCATION DEPARTMENT'S SUMMARY REPORT

THE summary report on the main aspects of education in Scotland for the year 1944 recently submitted to the Secretary of State for Scotland by the Secretary to the Department, bears evidence of steady, if unspectacular, progress over the whole educational field. Continued efforts have been made towards the restoration of full-time education, and out of a total school population of some 640,000 only some 3,000 were receiving approximately half-time education, due mainly to lack of accommodation and teaching staff. The accommodation problem for the future is under consideration by the School Building Committee, who have already submitted to the Secretary of State their First Report, relating mainly to Nursery and Primary Schools, and who now await the report of the Advisory Council on Secondary Education (expected in the late autumn) before making detailed recommendations in regard to the planning of secondary schools.

During the year the staffing position suffered still further deterioration, and the problem in many of the counties is now acute. In Wigtownshire, for example, the situation may be regarded as serious, for owing to extreme scarcity of teachers no fewer than ten schools within this small county are compelled to operate on a double-shift system. Over the whole country the greatest difficulty is encountered in securing specialist teachers for secondary schools, particularly in mathematics, science, and technical subjects, and the number of posts for which fully trained teachers are unobtainable has been steadily increasing. Nevertheless the Report attests the good work of the local authorities in maintaining a reasonably satisfactory standard of educational provision as a result of exercising the greatest possible staffing economies and making the fullest use of the services of married women teachers and teachers who have retired. To regulate the supply of newly trained teachers on an equitable basis over the whole country the Department continued to operate the scheme of allocation, introduced in 1942, which is based on the estimated minimum requirements of local education authorities.

For those released from national service who require assistance to complete their education there has been inaugurated the Further Education and Training Scheme which is authorized by the Minister of Labour and National Service, the Minister of Education, the Minister of Agriculture and Fisheries, and the Secretary of State for Scotland. The purpose of the scheme is to enable suitable candidates to take an approved course of further education or of training for a profession, business, or industry. In making their awards according to the rates approved by the Government, the Department are concerned only with those candidates who undertake a course leading to a university degree or to the diploma of a recognized central institution. The number of applications received to date is 335, out of which total 164 awards have been made and 68 cases are still under consideration.

An interesting feature of the Report is the record of fruitful development in the field of Youth Service. Out of a total of thirty-five local authorities no fewer than thirty-one have had schemes of administration approved by the Department with the happy result that twenty-nine Youth Councils and some 200 Local Youth Panels are now in full operation. The work in progress may best be described as a fine piece of successful devolution, culminating in the important activities of the Local Youth Panels and a new conception of development, that of the planned district service. In addition some 200 centres and clubs are directly maintained or managed by the local authorities, many of whom employ full-time organizers. Courses of training for Youth Leaders, on whom more than anything else the future success of the work depends, have been provided by the Scottish Youth Leadership Training Association, who work in close consultation with the Department, and who have been responsible for a very successful Emergency Course of full-time training held in Moray House Training College, and also for a number of national courses to equip men and women to act as tutors in local courses. Some local authorities have also combined to offer regional training courses, and the net result is a gratifying increase in the numbers of well-equipped youth leaders, and a fine enthusiasm among the members of the new centres and clubs.

RELIGIOUS EDUCATION

THE fundamental importance of religion not merely as a subject in the school curriculum but as an influence and an atmosphere permeating the whole school life has always been recognized in Scotland, and the excellent work of the Joint Committee on Religious Education, now nearing completion, will be widely appreciated. The Committee is composed of representatives of the Churches, of the Association of Directors of Education, and of the Educational Institute, and for some time past has been working on a revised scheme for religious education in nursery, primary schools, and small rural schools, which it hopes shortly to publish in book form, accompanied by twenty suggested outlines of services of prayer and praise.

The scheme for secondary schools is in process of revision year by year, and the section for the first year is now being printed. The original draft for secondary schools was tried out in a number of representative schools where criticisms and observations from the teaching staffs were invited and received. The section for the first year will, when published, contain the scheme, notes on the Old Testament and New Testament lessons, and twenty specimen forms of services of prayer and praise. The success in England of the Cambridgeshire and other 'agreed syllabuses' justifies the hope that the full scheme of the Joint Committee may become the 'agreed syllabus' for Scotland—a national scheme, enlightened and instructive, which will secure for religious education in the schools a sound content and an attractive presentation.

TEACHERS' SALARIES

REGULATIONS prescribing the standard scale of salaries for Scots teachers appointed by education authorities have been published in draft by the Scottish Education Department. Copies (price 2d. net) may be obtained from H.M. Stationery Office, 13a Castle Street, Edinburgh 2, or through any bookseller.

Digitized by Google

OLIVER & BOYD

BACKWARDNESS IN THE BASIC SUBJECTS
By F. J. SCHONELL, Ph.D., D.Lit.
Professor of Education, University College, Swansea.
Essentially practical and of great value to psychologist, teacher, and parent.
New and Revised Edition shortly. Price 20/- net

AN ENGLISH WORK-BOOK
For Middle and Upper Forms
By L. A. MORRISON
365 modern constructive English exercises suitable for Grammar Schools, Secondary, and Public Schools, and for Adult Education.
Second Edition. Price 3/-

THE APPROACH TO LATIN
In Two Parts
By JAMES PATERSON, M.A., and E. G. MACNAUGHTON, M.A.
First Part (*Seventh Edition*) Price 4/-
Second Part (*Fourth Edition*) Price 4/-

SEPTIMUS
A First Latin Reader
By R. L. CHAMBERS, M.A., and K. D. ROBINSON, M.A.
Third Edition. Price 2/9

THE PSYCHOLOGY AND TEACHING OF READING
By F. J. SCHONELL, Ph.D., D.Lit.
The purpose of this little book is to provide some information on what constitutes a scientific approach to the teaching of reading. Price 6/- net

METHODS AND MODELS OF COMPOSITION
By THOMAS HENDERSON, M.A., and R. D. THOMPSON, M.A.
The Models are varied, modern in *tempo* and feeling, and just long enough to be comparable with the essay usually required of Middle and Senior Forms.
Third Edition. Price 2/-

CAESARIANA
An Intermediate Latin Reader
By E. H. GODDARD, M.A., and JOHN COOK, M.A.
Third Edition. Price 2/9

LATIN PROSE COMPOSITION
By ERNEST I. DENOON, M.A., and WILLIAM A. BAXTER, M.A.
Junior Book. Price 2/9
Senior Book (*Third Edition*) Price 3/9

Tweeddale Court Edinburgh **OLIVER & BOYD, LTD.** 98 Great Russell Street London, W.C. 1

METHUEN

THE NEW EUROPE An Introduction to its Political Geography
By PROFESSOR WALTER FITZGERALD. An authoritative survey of the background knowledge essential to the intelligent study of the problems now facing us in the settlement of Europe.
Demy 8vo. With 28 maps. 14s. net

THE BOYS' GRAMMAR SCHOOL To-day and To-morrow
By H. DAVIES. "This honest, brave, outspoken book was well worth writing."—*The Times Educational Supplement.*
Second Edition in preparation. Crown 8vo. 6s. net

THE U.S.S.R. An Economic and Social Survey
By S. P. TURIN, D.Sc., Lecturer in Russian Economic History in the University of London. A detailed study of Russian economic, geographical and social conditions based on original Russian sources.
Second Edition in preparation. Demy 8vo. With numerous maps. 16s. net

A SCHOOL GERMAN COURSE
By D. H. STOTT. A new comprehensive course up to School Certificate standard, including reading material, verse, direct-method and other exercises, prose translations, comprehension tests, picture-stories for free composition and oral work. Grammar is presented by the inductive and other active methods.
Crown 8vo. In two parts, 5s. each

HIGH FREQUENCY TRANSMISSION LINES
By PROFESSOR WILLIS JACKSON. The latest addition to Methuen's standard series of *Monographs on Physical Subjects.*
Second Edition in preparation. F'cap 8vo. 6s. net

METHUEN & CO. LTD., 36 Essex Street, London, W.C. 2

Digitized by Google

EMPIRE AND FOREIGN NEWS

HIGHER EDUCATION IN THE EMPIRE

By Dr. A. E. MORGAN

THESE three Reports,* named below with their respective chairmen, all deal with the same problem viewed in various degrees of compass. The master document is the Asquith Report which views the question as a whole: the other two study the same question in detail for two parts of the Empire. Naturally there was contact between the three reporting bodies, and the Irvine Committee was a committee of the Asquith Commission. Even so it is remarkable with what unanimity they view the fundamental problems and recommend solutions.

Their terms of reference were similar, but although they are somewhat ambiguous they were similarly interpreted. The Asquith Commission, which had the widest terms, was charged with considering "the principles which should guide the promotion of higher education, learning and research, and the development of universities in the Colonies; . . . ". The Commission interpreted higher education as being university education. The other bodies similarly charged in slightly varying terms took the same view; but the Elliot Commission perceived that there was a problem in the teaching of artisans. Of this it says that it "cannot be considered as post-secondary training and is clearly not within the scope of our Report". This is rather a strange pronouncement to make when so much is being done and more is being organized in this country for the post-secondary training of apprentices to the crafts; but the Commission was probably right in leaving the matter on one side. The Elliot Commission recommends that this matter should be looked into and that steps should be taken to strengthen technical education in West Africa. It is no less necessary in other Colonies.

The Reports are unanimous in their main findings on University Education, namely, that more extensive and better facilities for university education should be provided in the Colonies, that these universities must be local in their character, that British universities have an obligation to assist their development, and that the British taxpayer should contribute handsomely to their establishment and to an appreciable extent to their sustenance.

The Asquith Commission, dealing as it does with all the Colonies, devotes a considerable portion of its Report to a pronouncement on the functions of a university, as a teaching body, as a centre of research, and as a focus of culture. The Elliot Commission harps, but not too often, on this last point. It emphasizes that culture is not wholly transmissible, and certainly not over long distances between widely separated centres; and that if a university is to fulfil all its duties it must be a centre of radiation present in the midst. This may be difficult to realize in territories of such wide extent as some colonial regions. The distance between Gambia, the West African Colony nearest to England, and Nigeria is almost equal to the distance between London and Moscow. In the West Indies distances are even more appalling. Jamaica contains 45 per cent. of the population, but it is nearly 1,000 miles from Trinidad and 660 from British Honduras. If Jamaica were at Stettin it is as if British Honduras were in the Midlands of England, Trinidad at Odessa, and British Guiana in Asia Minor. That is the spatial background of the problem of colonial education, and if British citizens are to see it in proportion they must enlarge their view to comprehend its true size.

The statement in the Asquith Report of the principles on which a university is properly founded is a clear and unimpeachable pronouncement. Apart from its value as clearing the way for further development and advance in the Colonies, it may well be studied by university teachers and administrators at home. Even established universities will do well to ponder it, and it should be digested with particular care by those who are concerned in this country with fostering the growth of institutions now growing to university status.

There can be no question that the language of the colonial university must be English. The students would be satisfied with nothing else even if there were a practical alternative. But this raises the difficulty that the teaching is not in the mother tongue. From this arises the important matter how to teach English as a foreign language, a problem incidentally of great concern to the British Council with its activities in the teaching of English all over the world. It is clear that much of this teaching, and an increasing proportion, must be by non-English teachers. This means training them in method; but first English teachers must learn the technique. They must start in Great Britain and a present need is to extend at home the facilities for training British teachers who in their turn can train non-British teachers in their homelands. This is a very formidable task, but it must be faced.

It will be assumed by many that universities are an unquestionable need in the Colonies and that the present slender provision must be extended, but the Elliot Report argues rather than assumes this. It faces the contention of those who urge that in countries like those in West Africa the whole educational system is so under-developed that the primary and secondary school system must be improved first. They point cogently to history which shows that universities were flourishing and making a vast contribution for centuries before a system of popular education was developed. Moreover, one of the first essentials for a thorough school system is an adequate supply of teachers, and the university is the institution which more than any other can create that supply. Then there are the other functions of spreading knowledge by research which may usefully be directed to some extent to local needs and to work on local material, and of influencing the whole community through the leavening influence of a local centre of knowledge, not least by means of extra-mural teaching. The need for local universities in colonial territories is no less than in Yorkshire or in Lancashire.

Although the need is apparent, the difficulties are very great. Apart from the question of language, the lower standards of popular education necessitate a most careful watch on the maintenance of quality. A shoddy substitute for the real thing would be only

(Continued on page 502)

* (1) *Report of the Commission on Higher Education in the Colonies.* (Mr. Justice Asquith.) (2s. net. H.M.S.O.); (2) *Report of the West Indies Committee of the Commission on Higher Education in the Colonies.* (Sir James Irvine.) (1s. 3d. net. H.M.S.O.); (3) *Report of the Commission on Higher Education in West Africa.* (The Rt. Hon. Walter Elliot.) (3s. net. H.M.S.O.)

Digitized by Google

THE POST-WAR SCHOOL

A new method of Lighting . . .

IT is now clear that very soon the accommodation and equipment of all provided schools will have to be raised to a common standard—the highest.

So far as lighting is concerned (certainly in the case of the " plan units" contemplated in the Government report on " Standard Construction for Schools ") this inevitably means the use of fluorescent lamps, providing, as they do, illumination of approximately daylight quality.

Specific advantages of Mazda Fluorescent Lamps for school lighting include:—

1) **Efficiency** — they give *three times* as much light as the best tungsten filament lamp of equal rating.

2) **More light** — because of their very high efficiency far greater intensities of lighting are economically possible.

3) **Diffusion**—low surface brightness reduces glare and aids even diffusion of light.

4) **Daylight appearance**— the quality of Mazda Fluorescent lighting is almost indistinguishable from daylight.

Mazda Fluorescent Lamps can be used in the daytime to *supplement* daylight, with the object of (a) equalising the illumination throughout the rooms so that children remote from windows can see just as well as those who are close to them, and (b) increasing the amount of *effective or usable* room area.

BTH now manufacture *two* fluorescent lamps (a) the original Mazda *Daylight* Fluorescent Lamp suitable for class rooms and (b) the new Mazda *Warm-White* Fluorescent Lamp which provides a warmer illumination of *sun*light quality (suitable for halls, playrooms, etc.).

BTH Engineers of the Lighting Advisory Service are qualified to inspect the lighting in any school and to submit a report. This will enable you to decide whether the lighting is hindering or helping educational progress and how it is affecting eyesight and general health. In the event of modifications or improvements being necessary, BTH Engineers can design the installation and recommend the most suitable Mazda Lamps and Mazdalux equipment.

MAZDA

Fluorescent Lamps

LIGHTING ADVISORY SERVICE

The British Thomson-Houston Co. Ltd., Crown House, Aldwych, London, W.C.2.
Lighting Section, Bridle Path, Watford. Tel. Watford 5811.

BTH

M.4044

Digitized by Google

a bane to the deluded recipients. It is at this point that the Asquith Commission lays squarely on the British universities the responsibility which inheres in their tradition of higher education. They have already done much in opening their doors to colonial students; they have to some extent co-operated in examining and advising, and they have sent out to the Colonies men and women whose work makes no mean total. But they are called on to do more, and there is no reason to think that they will refuse to play their part.

The main purport of the recommendations is that local provision of university centres is imperative for the well-being and development of the Colonies. To this end the utmost use must be made of such centres of higher studies as exist, and from them must grow university colleges and eventually universities. When universities are formed they must embody the standards which the best academic tradition recognizes, and above all they must be staffed aright and the proper levels of entry and student achievement must be assured. One of the more important functions which must be fulfilled is the training of teachers, for therein lies the primary contribution which a university can make to educational achievement as a whole; and the ultimate reward for the university will be improvement of the quality of its own entrants.

If these desirable ends are to be attained, the home universities must be willing to help. The first stage of development should be the establishment of university colleges, and the Asquith Report looks to British university institutions to cooperate in the establishment of an Inter-University Council for Higher Education in the Colonies, which would assist by advice and would aid in the recruitment of staff. Its usefulness would not be limited to the transitional stage, but it would be in the early years of development that it would make an especially valuable contribution. A most important factor in the transitional period is the safeguarding of degree standards, and the Asquith Report recommends that the colonial university colleges should accept the co-operation of London University as the examining and degree-granting authority. They state that London for its part is willing, while maintaining standards, to adjust its requirements to meet local needs.

Most of the newer British university institutions have grown up in large centres of population and consequently the majority of their students have attended daily. In the Colonies this will mainly be impossible for geographical reasons, and therefore it is necessary that university colleges and universities should have residential accommodation. The value of residence in common is now well recognized at home, but in the Colonies it is essential. Conditions will in almost all cases be such that a student could not reap the benefit of university education if he continued to live at home, and therefore it is recommended that universities shall be wholly residential.

Few will challenge the principal findings of the Commissions, unless they are prepared to decline wholly the responsibilities of empire. But the obligations of empire are not cheap and the plans set out by the Commissions will cost large sums of money. It is not possible to estimate closely what all the recommendations involve, but a measure is given in the estimate of the plan for the West Indies, where a university in Jamaica is proposed. This is held to involve capital expenditure of some £1,130,000 and recurrent expenditure of £139,690. In addition, funds will be needed for the Imperial College of Tropical Agriculture at Trinidad. The Elliot Commission recommends the establishment of university institutions in Sierra Leone, in Gold Coast, and in Nigeria. In the near future this is likely to call for capital expenditure of about £1,500,000 and recurrent expenditure of some £250,000 a year. In addition, the Asquith Commission recognizes the need for considerable additional funds for Makerere College in East Africa, and some aid in Palestine, Malta, Malaya, and Hong Kong. It is generally recommended that the British Government should contribute largely to this expenditure, especially in respect of capital costs, and that local public funds should make considerable grants both to capital costs and to maintenance. It is proposed that parliamentary funds should be administered by a Colonial University Grants Committee, independent of but linked with the proposed Inter-University Council for Higher Education in the Colonies.

The Commissions are well aware of the formidable nature of their recommendations, but they are none the less emphatic on the need. The issue is clear. Are the Colonies to be guided and helped along the path towards cultural and political realization or not? If the answer is in the affirmative they must have the equipment for developing their own leadership and for enabling native talent to pursue the paths of knowledge.

If Britain believes in the democratic way of life of which she is leader and exemplar, not as a private luxury but as a universal blessing, she must either deny her faith by negligence or assume the burden of her responsibilities and take her share in providing adequate facilities for university education for all peoples under the British flag.

TRAVELLING TEACHERS IN THE FALKLANDS

A GOOD example of the determination to improve educational facilities in the Colonial Empire, however remote the territory, comes from the Falkland Islands. This Colony in the South Atlantic is one of the most isolated of British Territories, but although the war has brought additional difficulties, the latest Education Report from the Colony shows determined attempts at development.

Only about half of the 2,500 people of the Falkland Islands live in the town of Stanley; the rest are scattered in small settlements or isolated shepherds' houses over an area about the size of Yorkshire. Education in Stanley is compulsory between the ages of 5–14, but outside the Capital this cannot be enforced. This means that roughly only half the children attend school proper, the others are given lessons by teachers who travel from house to house, mainly on horseback, but in some cases by boat. The teachers usually stay a fortnight at each house.

Each of the six travelling teachers has a 'beat' which he covers about four times a year. At the end of his stay in each place he sends a report to Stanley, giving a detailed account of the work done and a list of books or material wanted. The Superintendent of Education makes tours of inspection during the school summer holidays, normally visiting every child under tuition once every two years.

The experiment of employing two young women to replace one of the travelling male teachers has proved highly successful. The report says: "In the first place, doubling the number of teachers on the 'beat' meant that the teachers' visits to each house were more frequent and the children's education naturally benefited; in the second place, while the women maintained as good a discipline as the men with the

(Continued on page 504)

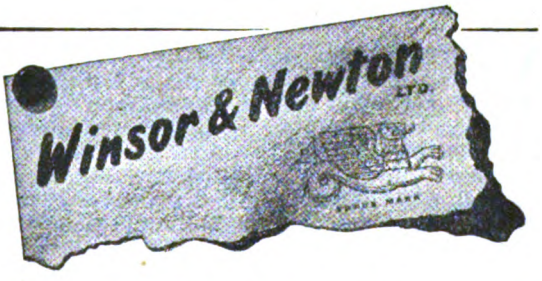
Digitized by Google

Many noted artists were grateful to William Winsor. . .

Even when the Victorian age was young, Winsor and Newton were hard at work providing the artist with more permanent and durable materials — in forms more convenient for his use. By the eighteen-forties the firm had gained the Royal Warrant, and William Winsor himself was already working on the forerunner of the collapsible metal tube of to-day. Many noted artists were grateful to William Winsor for his contributions to the colourman's craft. And to-day artists still recognise, in Winsor and Newton materials, the products of a company that makes every article as if its reputation depended solely upon it. That is why "Winsor and Newton" is a signature as well-known and respected as that of many a great artist.

FINE QUALITY MATERIALS FOR THE STUDENT

SCHOLASTIC WATER COLOURS NEW ART POWDER COLOURS · STUDENTS' OIL COLOURS are made from raw materials selected with the same care as those used in creating colours for the artist. MODERATE PRICES.



Winsor & Newton Ltd. Wealdstone, Harrow, Middlesex Winsor & Newton Inc. 31 Union Square West, New York 3
Winsor & Newton (Pty) Ltd. 605 Wingello House, Sydney, N.S.W.

Digitized by Google

older children, they were in most respects more suitable as teachers for the younger children ; and in the third place women ' fit in ' better in many ways in houses where they stay. The success of the experiment in this case does not, however, mean that women would necessarily be preferable to men as travelling teachers in all cases, as conditions vary greatly in the country outside Stanley."

The travelling teachers, in the short time at their disposal, concentrate most of their attention on arithmetic and English, and between the visits of the teachers the children study from books circulated by the education authorities.

At the Government School in Stanley more thorough educational facilities are naturally available. The curriculum includes courses in woodwork, gardening, and agricultural science, and the school hours have been increased and the school year extended. All pupils are given free dental and medical treatment.

Scholarships at the British School in Montevideo were instituted by the Government two years ago, and the first two pupils to be granted scholarships—both of them girls—have done remarkably well. Two more pupils, a boy and a girl, were granted scholarships last year.

EDUCATIONAL MEETINGS

THE English New Education Fellowship held its annual conference at Hull, from August 15–22. Miss Catherine Fletcher, Principal of Bingley Training College, presided. The conference discussed the principles underlying a national system of secondary education created by rapidly changing social conditions and the Butler Education Act. Members of the conference came from most types of schools and delegates represented the N.U.T., the Associations of Assistant Mistresses and Masters, the Head Teachers' Association, and other bodies.

Miss Fletcher, in her opening address, indicated four main elements in the education of young people : (1) health education, (2) social education, (3) scientific education, (4) education in sensitivity to beauty of form in the machine age. Mr. H. C. Dent presented in historical perspective the background of secondary education and the changed situation brought about by the Education Act. He asked the conference to consider a number of key questions : Does secondary education begin too early and end too soon ? Should we regard the age of 12–14 as a diagnostic period in which particular abilities and aptitudes are discovered ? Should there be compulsory areas of study, and if so, what are they ? Do we accept the present hierarchy of heads and assistants as the ideal organization of secondary schools ? What should be the optimum size of a school ? What should be its layout, and where should it be sited ? What should be the responsibilities of parents in the education of their children ? What part should be played in education by youth movements, industry, public authorities, and other public institutions, including broadcasting, the cinema and press ?

The conclusions of the conference on these and other matters are given in a full report which can be obtained from the Organizing Secretary, Mrs. H. Clark, 74 Earlham Road, Norwich.

A CONFERENCE organized by *The Fabian Society* on " The Future of the Universities " was held in London on July 21 and 22. Speeches were delivered by Professor G. B. Jeffery (University of London Institute of Education) on " The Future of Existing Universities as Centres for Education and Research ", Mr. Arthur Radford (Director of Social Studies, Nottingham University College) on " University Training for Teaching and Social Service ", Dr. V. E. Coslett (Chairman, University Staffs Committee, Association of Scientific Workers) on " Future Relations of the Universities and Technical Education ", and Professor G. D. H. Cole on " Scope and Function of the Universities ". A full report of these speeches and of the discussions which followed them has now been issued by the Fabian Society (11 Dartmouth Street, London, S.W. 1).

A COURSE on Radio and Visual Education, organized under the auspices of *The Educational Handwork Association*, was recently completed at the Polytechnic, Regent Street. With the co-operation of the British Film Institute, Gaumont-British, the Isotype Institute, Film Centre, and the Central Council for School Broadcasting, the course was designed to show the value of visual aids and broadcasting to education and to promote a better understanding of the use and limitations of these media in the class-room.

" The Film in School " was the subject of the talk given by Mr. G. J. Cons, Lecturer at Goldsmiths' College. He suggested that the junior school could be made the focal point of the neighbourhood and that projects designed to promote the child's understanding of his environment and his relationship to it could be invented. The external experience of a child was limited, yet he could be made aware of his place in the community. Work could be shown as the common factor which created a network of human associations. By describing the work of those concerned with food supplies, transport and communication, health and sanitation, the child could discover the interdependence of each member of the community on the other. A postman, a plumber, a dustman could be interviewed in the class-room, and where conditions made it difficult to present the actual fact the film could help. The use of the film, however, should be governed by two factors, one of which was that it expressed a need and, secondly, that it fitted into the curriculum. Its value was that, in extending the child's experience beyond the bounds of school and home, it laid the foundations of an early training in citizenship.

The documentary film and its place in teaching was the subject of Mr. Neilson Baxter's lecture. Every documentary aimed at being objective and sincere in presenting fact. As an introductory survey of a complicated social problem, it had an important part to play and one that could not be as adequately performed by any other kind of film. The argument it presented might stimulate class-room activity along interesting lines for which, at certain points, shorter films, representing this or that aspect, might be used. Where presentation by moving pictures was unsuitable, the topic might be illustrated by means of the strip.

On the subject of film strip, Mr. H. E. Dance, the Ministry of Education's Staff Inspector on Visual

(Continued on page 506)

Digitized by Google

THE WISDOM OF MAKING A WILL

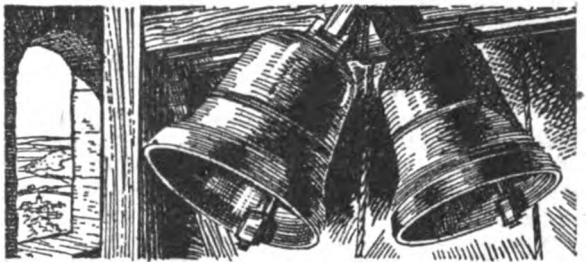
Unless you make a will the provision for your dependents may be different from that which you had intended. Several reasons, including unwillingness to place the responsibility of executorship upon the shoulders of an intimate friend or relative, who may pre-decease you, may have caused you to defer completing plans for the future.

No need exists for further delay, since you can appoint this Company as executor and/or trustee, either solely or jointly with your wife or husband, a relative, or a friend, and thus be assured of continuity of administration and of security. You are invited to ask any branch manager of the Bank for particulars of this service. Alternatively, you may apply to one of the Company's own offices at the following points:

Head Office: Poultry, London, E.C. 2. *Branches:* 70 Pall Mall, London, S.W.1, and in Bangor, Birmingham, Bournemouth, Brighton, Bristol, Carlisle, Hull, Leeds, Leicester, Liverpool, Manchester, Newcastle-on-Tyne, Nottingham, Oswestry, Sheffield, Swansea and Torquay.

MIDLAND BANK
EXECUTOR & TRUSTEE
COMPANY LIMITED

Ring out the News!



SCHOOLS SAVINGS TARGET

£100 Million

Since 1939 School Savings Groups have saved nearly ninety million pounds—a wonderful achievement. Now they have fixed their target at one hundred million pounds, to be reached by the end of the Thanksgiving Weeks campaign. This magnificent total will be reached only by the most strenuous efforts. But with the stimulus of Thanksgiving Weeks to help them, and the desire of all to express profound gratitude for complete victory, voluntary workers in School Groups will attack the task with energy and confidence. The National Savings Committee takes this opportunity of thanking them warmly for their untiring work in the past and wishes them another outstanding success in the weeks ahead.

Issued by the National Savings Committee

Digitized by Google

Methods, stated that for strictly factual expression in the business of technical instruction, the film strip had advantages over the moving picture.

Mr. Lauwerys, Reader in Education in the University of London, gave a stimulating account of the use of radio and film in the U.S.A. An interesting feature was indicated in the method of distribution of visual material, which was made available to schools from a central depot working in co-operation with the local education authority.

The Course was fortunate in having among its lecturers Dr. Otto Neurath, Director of the Isotype Institute. He spoke of the need to harmonize visual and verbal education. Hence the necessity of making the verbal image clear and of talking in direct, concrete terms rather than in the abstract. This was in interesting contrast to education by means of the broadcast word. In the latter the necessity of creating atmosphere and enlivening imagination demanded a different technique, which was fully appreciated by members of the Course during their attempt to record a radio script.

Among other speakers were Mr. Oliver Bell, Director of the British Film Institute, Mr. Edgar Anstey, Miss Mary Field, and Mr. Joseph Smith, Education Officer of the B.B.C. A number of films was shown depicting the documentary, the instructional, and the scientific aspects of presentation.

The impression gained at the end of a fortnight's stimulating talks and lively discussions was that of a striving for integration—first, that of a child with his immediate environment and, secondly, his integration in a wider, democratic community.

THE first Conference in the history of *The Rationalist Press Association* was held at Wadham College, Oxford, from August 23 to 27. It was given the somewhat general title, "Rationalism in Life and Education". Some of the lectures dealt more particularly with the recent changes in religious education in our schools and their repercussions on Rationalist policy. Others aimed at providing the philosophical background without which no sound policy can be evolved. The Conference was opened by Sir John Hammerton on the evening of August 23. In his presidential address he made an eloquent plea for a policy of toleration and construction combined.

To teachers the lecture which most nearly touched their immediate professional interests was that given by Professor G. R. Owst, Fellow of Emmanuel College, Cambridge. Prof. Owst pointed out that his remarks should be taken to refer only to those schools for which the new Education Act provides "Agreed Syllabuses". He did not think that it would be in any way possible to alter the syllabuses of any of the denominational schools, including practically all the public schools of the older type, and he thought that it was right that such schools should be allowed to continue along their own paths. Indeed, Prof. Owst's attitude of general toleration was a faithful reflection of that which had been put forward by Sir John Hammerton the previous evening.

The main constructive proposal which the professor strongly advocated was a scheme of teaching the foundations of all the great religions of the world, and he considered that this should be a logical necessity, even for the modern Christian. Without such a basic understanding of religious development it would be impossible, Prof. Owst pointed out, to understand either the religion of the ancient Hebrews or Christianity itself, with its influx of Hellenistic ideas and its sacramental borrowings from various Oriental mystery-cults. A leading Christian figure in Cambridge—Canon C. E. Raven—had even declared: "I am quite clear that the period in which the study of the Christian religion can be carried on successfully in isolation is over." Yet few Christian authorities, from the late Archbishop of Canterbury downwards, have ever suggested the need for doctrinal reforms. It is on the social message of the Church that their emphasis has predominantly been laid, and the old credal statements, with their solemn affirmation of ancient dogmas of a pre-Copernican Heaven and Hell, of the Atonement, the Virgin Birth, the Second Coming, and all the rest, are apparently to be retained indefinitely without the change of a comma or a syllable.

Because of all this, and because religion, unlike science, seems to endeavour to state new ideas in obsolete terms, Prof. Owst thought it would be difficult to use the orthodox teachers of Christianity in our day, from Karl Barth to C. S. Lewis, as a basis for our future religious teaching. As far as he could see there was only one leading Christian teacher who could possibly be taken as representative of a really rational approach to Christianity. This was Albert Schweitzer, that lonely figure in the African jungle, whose theological insight was so keen and whose work in so many fields was outstanding. The lecturer quoted a recent booklet by the Headmaster of the Peter Symonds School at Winchester entitled *Christianity and Boys*. This experienced teacher asked the question, "Do the old traditional dogmas now succeed with anything other than an insignificant minority of young people, and is there any likelihood that they will?" The answer must be an emphatic "No!" Consequently, Prof. Owst concluded, if we are to retain any kind of religious instruction in schools at all, we must have a new formulation, and he suggested that the approach of Schweitzer was that which held out most hope for the future.

PERSONAL NOTES

WE were very sorry to learn that Mr. Arthur Jenkins, Parliamentary Secretary to the Ministry, entered hospital early in September to undergo an operation. We understand that the reports are favourable and we wish him a speedy and complete recovery.

* * *

The Minister of Education, with the approval of the Prime Minister, has appointed Mr. John Maud, C.B.E., to be Permanent Secretary of the Ministry of Education on the retirement of Sir Maurice Holmes, K.C.B., O.B.E. Mr. Maud will continue for the time being as Secretary of the Office of the Lord President of the Council, and will take up his new duties with effect from the beginning of November. Mr. Maud was educated at Eton (King's Scholar) and at New College, Oxford (Open Classical Scholar). He held the Henry P. Davison Scholarship from Oxford to Harvard College from 1928–1929. He was Junior

(*Continued on page 508*)

Digitized by Google

KING'S COLLEGE LONDON

Principal: W. R. HALLIDAY, M.A., LL.D.

Special Prospectuses are issued for the following Faculties, open to both men and women, in which full provision is made for courses for the Degrees of the University of London as well as University and College Diplomas.

FACULTY OF ARTS
FACULTY OF LAWS
FACULTY OF NATURAL SCIENCE
FACULTY OF MEDICAL SCIENCE
FACULTY OF ENGINEERING
FACULTY OF THEOLOGY
DEPARTMENT OF EDUCATION

Teaching in the Faculty of Laws is conducted on the usual Inter-Collegiate system with University College and The London School of Economics.

SCHOLARSHIPS and PRIZES are awarded on the results of examinations held annually, and there are Entrance Scholarships and Exhibitions in the various Faculties.

Facilities are afforded for students desirous of proceeding to higher degrees, or of undertaking Post-graduate or Research Work.

It is hoped to reopen the Halls of Residence for a limited number of men students in October, 1945, if staff is available.

Applications for admission in October, 1946, should be made in 1945 or as soon after as possible.

For further information apply to THE SECRETARY, King's College, Strand, London, W.C. 2

What to Read?

An essential need of every reader is reliable, selective information about books. The National Book League provides expert guidance in every field of literature. Its Information Bureau answers readers' inquiries. The famed N.B.L. Book Lists give authoritative selections of books on over 200 subjects, ranging from history to interior decoration, from psychology to art and music. Lectures, book exhibitions, a monthly news-sheet, and use of a bookman's library are among other services provided for an annual subscription of only 7s. 6d. Send 2½d. stamp for full particulars, including booklet on

BOOKS AND READERS.

National Book League
3 Henrietta Street
London WC2

JUST PUBLISHED

ENGLISH CITY

IN THIS COLOURFUL STORY of Bristol, one of our oldest ports, we see how a great English City grew up. J. S. FRY & SONS LTD., who have been established in Bristol for over 200 years, have sponsored this vivid record of the city's history as a contribution to its re-birth after the blitz of 1940-41. A concluding section deals comprehensively with the problems of reconstruction. As the whole story is told in pictures and charts this book is of unique interest to teachers and students of history.

10/- net from all Booksellers

UNIVERSITY OF LONDON PRESS LTD.

EC1

Digitized by Google

Research Fellow of University College, Oxford, in 1929, and was awarded a Rhodes Travelling Scholarship to Africa in 1932. He was Fellow and Dean of University College, Oxford, from 1932–1939, when he was appointed Master of Birkbeck College, London. He has been a member of a number of municipal and university committees, and was Chairman of the Economics Section of the Oxford Conference on Church, Community, and State in 1937.

* * *

Sir Humphrey Milford is retiring on October 1 from his position as publisher to the University of Oxford and London manager of the Oxford University Press, at the age of 68. He has been in the service of the Press for forty-five years, having succeeded Mr. Henry Frowde as London manager in 1913. He was knighted in 1936. Sir Humphrey is to be succeeded by Mr. G. F. J. Cumberlege, who joined the Press in 1919. He has served as manager of the Bombay and New York branches. He was educated at Charterhouse and Worcester College, and won the D.S.O. and the M.C. in the last war.

* * *

Mr. J. D. Collins, Director of Education at St. Helens since 1941, has been appointed Director of Education for Dundee.

* * *

Mr. P. S. Taylor, Divisional Education Officer, Medway Division of Kent, has been appointed Chief Education Officer for Reading.

* * *

Mr. A. W. Wellings, science master at Leamington College, has been appointed H.M. Inspector of Schools.

* * *

Mr. John Holdsworth, art master at Ripon Modern School, has been appointed Headmaster of Market Weighton Boys' School.

* * *

Mr. J. H. Hood Phillips, Deputy Education Officer of the Surrey Education Committee, has been appointed Secretary of the Senate of the University of London. * * *

Miss Bronwen Lloyd-Williams has resigned from the Extension Secretaryship of the Ling Physical Education Association and from the Editorship of *The Journal of Physical Education*. She has taken up the headmistress-ship of Moreton Hall, Weston Rhyn, near Oswestry, Shropshire.

TOPICS AND EVENTS

Selection of Business Executives. — *News* — published each month by the National Institute of Industrial Psychology—contains in the August number an interesting description of an address "On the Selection of Business Executives" given by Mr. A. Rodger to the Staff Management Association and published in *Labour Management* for April–May, 1945. Mr. Rodger says that the many desirable characteristics of the good business executive may be summed up as follows:—(*a*) his intelligence or brain power, (*b*) his experience and knowledge, (*c*) his interests, (*d*) his drive, (*e*) his acceptability to others, and (*f*) his dependability or steadiness. "Causes of success are usually more difficult to track down than causes of failure". Therefore, as much information as possible should first be collected about the candidate's unsuitability, and it should be expressed in terms as concrete as possible. The frequent tendency to use merely such abstract terms as "initiative, perseverance, determination and the like" should be "regarded with disfavour". It would be well to avoid talking of "positive requirements" and to call them just "desirable characteristics". Only when applicants are forthcoming of good quality and in adequate numbers is it worth while to consider desirable qualifications in greater detail. Therefore the method of recruitment of the candidates should receive careful attention.

As the writer points out, "the idea that the industrial psychologist is primarily a 'test-monger' has little foundation". Tests usually play "a relatively small part in the new selection procedure". If, after inquiry from an industrial psychologist, the decision is reached that certain tests are likely to be of considerable help, "see that they are used by some one who has received appropriate instruction".

Skill in interviewing cannot be acquired by hearing lectures or by reading books on the subject. "Individual practical instruction is highly desirable." He hopes that the National Institute of Industrial Psychology will contribute to the task of reconstruction by co-operating in the provision of "courses in interviewing technique for representatives of industrial and commercial concerns". "I am convinced", he concludes, "that it would pay even a small firm handsomely to have on its staff at least one person who had received practical instruction in the interviewing of applicants for employment."

Growing Up to Peace.—This is the title given to the Annual Report for 1944–1945 of the National Association of Girls' Clubs and Mixed Clubs. The Association now has 1,850 clubs with a membership of over 100,000, compared with 1,681 clubs and 93,500 members a year ago. In addition 56 war workers' clubs, including over 18,000 members, are also sponsored by the Association. The clubs engage in a variety of activities. In the past year special interest has been shown in music festivals, the production of plays, and discussion groups. A questionary sent by the Royal Commission on Equal Pay to Mrs. Walter Elliot, Chairman of the Association, formed one of the topics for discussion. Scottish clubs had a 'home-making' competition to raise the standards of food in club canteens. The past year has seen the opening of a national club house for youth at 29 Devonshire Street, London, W. 1, and the encouragement of contacts with youth overseas. Among its peace-time plans the Association hope to extend the club movement not only for the younger generation but also for young men and women returning from the Forces, and to forge a chain of holiday houses throughout the country. A further scheme is to open Avon Tyrrell, a country house in the New Forest, the gift of Lord Manners, as a holiday club house for young people of this country and from overseas. To bring all these plans to fruition an appeal for £100,000 has been launched. The Report gives details of the scheme for training club leaders, which includes a two-year social science course at a university, followed by six months' specific training for the Youth Leadership Certificate of the Association. In addition, six and eighteen months' courses, recognized by the Ministry of Education, are held to counteract the present shortage of trained

(*Continued on page 510*)

Digitized by Google

GUY'S HOSPITAL DENTAL SCHOOL

(UNIVERSITY OF LONDON)

Provides the full curriculum for the B.D.S. Degree of the University of London and for Diplomas in Dental Surgery. The Departments of Dental Prosthetics and the Department of Conservative Dental Surgery are under the direction of whole-time University Professors. Dental Students attend separate classes in "General Subjects" (Chemistry, Physics, Biology, Anatomy, Physiology, Pathology, Medicine and Surgery) in the Medical School and so are able to complete the whole of their professional training within the Hospital. Special programmes of work are arranged for students who desire to obtain a medical as well as a dental qualification.

The number of patients is unlimited, and there is ample scope for clinical work.

The School is fully equipped on the most modern lines. Tuition in all subjects, including Preliminary Science, is now carried on in London.

Prospectus, Scholarship Pamphlet, and full information may be obtained on application to THE DEAN, *Guy's Hospital Medical School, London Bridge, S.E. 1.*

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES : SCHOOL SECRETARIES
LADY MATRONS : HOUSEKEEPERS : LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT
Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* REGent 2803
CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W. 1

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C. 1

FOYLES

FOR BOOKS

Large Stocks of Educational Books

119-125 CHARING CROSS RD., LONDON, W.C.2

Telephone: GERrard 5660 (16 lines) Open 9–6 including Saturday

Pictures not only satisfy lively curiosity where objects are concerned but, by translating abstract ideas into images, they simplify many a teaching problem. A series of educational films dealing with 'discussion subjects' in a graphic manner has been created for the Gas Industry by some of our greatest documentary producers. More than 20 titles are available free to approved borrowers. Ask your local Gas Undertaking for details, or post this coupon.

POST COUPON FOR LATEST FILM LIST

The Secretary, British Gas Council, 1, Grosvenor Place, London, S.W.1. Please send, without obligation, details of your educational films including recent productions, and booking form.

NAME.....

ADDRESS.....

.....

(Post in unsealed 1d. stamped envelope)

F8

Digitized by Google

leaders. During the year, as the result of wishes expressed by the boys and girls themselves, the Association decided to include mixed clubs in its membership, and changed its name to the National Association of Girls' Clubs and Mixed Clubs. The Report, apart from much other valuable information not referred to above, includes a message of congratulation from Princess Elizabeth, and a foreword by Mrs. Walter Elliot.

Village Halls.—The Carnegie United Kingdom Trustees have placed at the disposal of the National Council of Social Service a sum of £100,000 to be expended during the next five years by way of grants in aid of capital expenditure on village halls, and the Treasury, on the recommendation of the Development Commission, have approved the provision of loans, which will also be administered by the Council, in aid of approved village hall schemes. The loans will be free of interest and repayable within a maximum period of seven years. Subject to certain detailed conditions and maximum limits, the normal scale of assistance will be a grant up to one-sixth and a loan up to one half of the approved capital cost of a scheme; but a special scale of grant, up to one-third, will be available to a small village with a population of not more than 750. Very small villages, with populations of not more than 300, which cannot face repayment of loans of so much as half the cost of their halls, may apply for special consideration on merits and may be allowed an additional grant not exceeding one-sixth of total cost, in replacement of a corresponding amount of loan.

Boy Builders.—Twenty-four boys, aged from 14 to 17, under the direction of an apprentice master, Mr. L. R. A. Shave, are building a nursery school at Chatham for the Kent Local Education Authority. The boys are paid while they are being taught, and the time counts towards their period of apprenticeship of four or five years. The scheme is worked through a trust founded by the Southern Counties Federation of Building Trades Employers. Mr. George Tomlinson, the Minister of Works, at the ceremony of laying a commemorative stone, told the boys that they were "helping to build a better Britain" and said that the scheme would be of great value in the reconstruction period which the country was now facing. The boys not only had the satisfaction of being engaged on creative work, but also were providing the country with much-needed craftsmen. He hoped that many more lads would take up their apprenticeship and learn to build the houses we need. When the boys have completed the nursery school they will join another set of boys who are engaged on building eight brick houses. The building, plastering, carpentry, and plumbing work will be done by the boys under the supervision of instructors.

Training in Timber Technology.—To satisfy the need for organized instruction in timber technology, the Timber Development Association is launching this autumn a three-year part-time course with a standard syllabus in some thirty technical institutes. In formulating this syllabus, the Association has had the advice of one of H.M. Senior Inspectors of Schools, and of representatives of the Forestry Section of the Department of Scientific and Industrial Research and the Association of Principals of Technical Institutions. Sixty-three of the Instructors who will teach this syllabus have just undergone an intensive course arranged by the Timber Development Association at Oxford in premises lent by All Souls College, through the British Council, and by the School of Forestry. Visits were made to the Forest Products Research Laboratory for a two-day programme devised by the Director, Dr. F. Y. Henderson and his staff; to a Timber Technology laboratory under Dr. Laurence Chalk, of the School of Forestry, Oxford, and to the Royal Botanic Gardens, Kew, where Mr. A. D. Cotton explained the work of the Herbarium and the Museum. At Kew and at Oxford tree identification was practised.

Intending Teachers Serving in the Forces.—By arrangement between the Ministry of Education, the Scottish Education Department, and the three Service Departments, announcements have been made through service channels drawing the attention of all ranks to the Emergency Training Schemes for teachers in England and Wales and in Scotland. The announcements indicate some of the conditions of entry to the emergency training schemes, and men and women are invited to submit applications through the Ministry of Education (for Scotland through the Central Selection Board, National Committee for the Training of Teachers).

The Fabian Quarterly.—The July issue contains an article by Peter Self on "Local Government Areas". He points out that there are too many of the larger authorities—counties and county boroughs—for modern administrative needs. One-fifth of existing counties contain fewer than the 100,000 people regarded by Mr. Willink as a bare minimum, and many other counties are too small for their functions. "It is not too much to say that between one-third and one-half of the present counties and county boroughs are ill-suited to run health, education, town planning and other services on an adequate scale." Moreover, there is a struggle between counties and county boroughs for *lebensraum*. Both sides are thwarted because there is not space or population enough in the country for all the existing authorities to comprise satisfactory units. Local authorities should be large enough to run their respective services efficiently and economically, and this may eventually require some form of regionalism.

Speech and Poetry in the School.—The Speech Fellowship is arranging a special demonstration for teachers at the Conway Hall, London, on Saturday morning, November 17, on "Speech and Poetry in the School". Groups of unselected children from primary and secondary schools will demonstrate modern methods and ideas in speech-training and verse-speaking. Tickets, price 2s. 6d. each, are obtainable from the Secretary, Speech Fellowship, 9 Fitzroy Square, London, W. 1.

Wavelengths for School Broadcasts.—School broadcasts started again on Monday, September 24, 1945, and the following notes have been issued by the Central Council for School Broadcasting for the guidance of teachers: (1) All school broadcasts with the exception of certain series directed specially to Scotland and Wales will be transmitted on all the Regional wavelengths of the Home Programme. (2) With a few exceptions schools should be able to obtain satisfactory reception on the wavelength of their local Region. (3) In a few areas it may be found that the wavelength of a neighbouring Region will provide better reception than that of the local Region. An accompanying table shows which wavelengths schools should try. (4) Any school which experiences difficulty in obtaining satisfactory reception should

Digitized by Google

write to the Secretary, Central Council for School Broadcasting, 55 Portland Place, London, W. 1. (5) It is better to tune your receiver to the correct wavelength in metres marked on the dial than to rely on the station names, some of which have been altered from time to time.

National Arts and Crafts Competition.—The Children's Committee of the National Council for British-Soviet Unity has organized a National Competition for Arts and Crafts, and the prize-winning entries, after being shown in London, will be sent to the Soviet Union, as a thanksgiving tribute to the children who suffered all the horrors of war. Prizes have been given by many well-known firms and people, and already school children in all parts of this country are busy.

United States Office of Education. — The Annual Report for 1944 is a comprehensive document running to 138 pages. It contains reports from Administrative Divisions and a Plan of Organization to improve the service, together with a three-year programme of development. It is obtainable from the U.S. Government Printing Office in Washington, D.C., price 25 cents.

Carnegie Hero Fund Commission.—The latest report gives particulars of the many acts of heroism which have been recognized from January 31, 1944, to January 31, 1945, and the award made in each case. About one-third of the awards were made to schoolboys or schoolgirls, and the records make very inspiring reading.

Road Accidents.—The analysis of fatalities to children during 1944 published by the Royal Society for the Prevention of Accidents shows how necessary it is to keep the terrible facts continually before the public in order that the responsibility of parents, drivers and others may be thoroughly realized. For example, on an average 65 children were hurt each day, four of them fatally; April was the worst month, December the "safest". Sunday was the "safest" day and Friday the worst; nearly twice as many boys as girls were killed; ten towns between them had over one quarter of the child pedestrian deaths.

Ministry of Education Publications:—

Circulars:

Nos. 3D, 3E, and 3F deal with the rationing of cloth, clothing, footwear, knitting wool, and nursery overalls.

Administrative Memoranda:

No. 84 refers to Pamphlet No. 2 issued by the Ministry. A review of this pamphlet appears on page 512.

No. 87 refers to the staffing of primary and secondary schools.

No. 88 refers to the recognition of direct-grant grammar schools, and supplements *Circular* 32. A change is announced in the limit of gross income entitling a parent to free tuition for his child. A complete remission of fees will now be given if the income of the family of two parents and one child does not exceed £7 10s. a week.

No. 89 classifies under seven heads provision made by local education authorities under the Further Education Grant Regulations, 1945. Local education authorities are to supply by October 20 a list of the recognized establishments of Further Education coming under these groupings.

No. 90 refers to the staffing of building schools and courses. It supplements the information given in paragraph 7 of *Circular* 56.

"How to control nature is not in itself civilisation, but it is the foundation on which civilisation is built. Each time that this power has been increased in the past it has made possible a richer life with higher forms of art, ethics and religion, the standards by which we measure civilisation."

Extract from a talk by Sir Lawrence Bragg which was published in a recent issue of

The Listener

the parliament of contemporary thought

A *BBC* PUBLICATION

Every Thursday 3d.

Digitized by Google

NEW BOOKS

THE MINISTRY'S NEW PAMPHLETS

THE pamphlet *Teaching as a Career*[1] produced by the Ministry of Education is intended primarily for men and women released from H.M. Forces and other forms of national service. It gives a detailed description of a teacher's qualifications, training, and prospects of employment. It covers only 20 pages and is divided into six parts.

Part I gives a brief summary of the chief provisions of the Education Act of 1944, with a note on the probable number of teachers required, some of the personal qualities to be looked for in a teacher, a short description of the teacher's work and life, and the financial and other rewards open to him.

There follows a picture of the lay-out of education after the war with an account of the formal qualifications for teaching and of the methods by which they can be obtained.

Part II is a short general guide to courses of training for teaching, including those for teachers in technical colleges and schools, county colleges, youth organizations, adult education, and special schools. It is noted that " no courses of training preparing specifically for the work of adult education are available at the time of writing ". Part III describes the emergency courses of training for teaching in primary and secondary schools, the method and selection of students, and the nature of the courses. Part IV deals particularly with emergency courses of training for teachers of technical or commercial subjects in colleges and schools of technology or commerce. Part V contains some notes on particular subjects—art and craft, music, handicraft, physical training, and housecraft. Part VI summarizes the conditions of employment, salaries, and pensions.

Some of the observations contained in the first section are worthy of special notice. " Teaching is an exacting profession and, . . . though it can and does afford a happy and satisfying life to those who are well equipped for it by disposition and attainments, it is a misery for those who choose it and find that they have missed their vocation. . . . Nothing could be more disastrous than to recruit to the schools a number of teachers who found themselves unhappy when they got there and increasingly unhappy the longer they remained." (We wish that some effective way could be discovered of freeing the profession from such encumbrances before it is too late for them to enter another calling.) " The hall-mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher should be a person who, because of his attitude to knowledge, to ideas, to his fellows, and to life generally, is better educated to-day than he was yesterday and will, to-morrow, be better educated than he is to-day." In other words, a teacher who thinks that his education is ' finished ' has mistaken his vocation. A teacher " should not be so absorbed in the work of the school and the education and welfare of the children that he has no private life of his own. It is a positive advantage for a teacher to have some personal interest which, at proper times, absorbs him to the exclusion of all thought about school, colleagues, parents, and children. . . . Finally, the teacher has incentives and opportunities which are often denied to other people ; for keeping physically fit by means of games and other outdoor activities ; for foreign travel and other activities requiring comparatively long holidays ; for maintaining habits of study and keeping abreast of modern knowledge ; and for understanding and sharing in the social and other activities which go to make up the life of his pupils and the families from which they come. Within limits he has a choice of work in town or in country, with the possibility of moving from one to the other ; and while his work generally is, or at any rate can be, near his home, he may always, if he wishes, go to the other extreme and apply for a post involving a period of teaching work overseas ".

Such incentives and opportunities are not a compensation for niggardly salaries, but in any discussion of such matters they should not be overlooked. It is perhaps no longer true that of all the liberal professions that of the teacher is " the worst remunerated ", but it remains true that to the man or woman whose heart is in the work it is " the most richly rewarded ".

The Ministry are to be congratulated on the production of this pamphlet which is written in a clear and succinct style. Apart from its value to those for whom it is primarily intended, it should have a wide circulation among both teachers and administrators who will be glad to have the information it contains available in so handy a form.

The first of a series of pamphlets promised by the Ministry of Education, entitled *The Nation's Schools*, was dealt with in a leading article in the July, 1945, number of *The Journal of Education*. Its immediate successor, Pamphlet No. 2—*A Guide to the Educational System of England and Wales*[2]—is a completely revised edition of the pamphlet published by the Board of Education in 1934 entitled *An Outline of the Structure of the Educational System in England and Wales*. This pamphlet admirably fulfils the promise of its title. It describes in simple terms the new educational structure for which the Education Act of 1944 provides and, at the same time, indicates those parts of the old system which must remain until they are either replaced by or incorporated in the new system. The pamphlet covers all the stages of education from nursery school to the university. It deals with the working of the various school services—the school medical service, the provision of meals and milk at school, the supply of footwear and clothing for school-children needing such help, and the provision for children suffering from physical or mental handicaps. It describes the arrangements for technical, commercial, and art education, and the provision made by local education authorities and voluntary bodies and by the universities for what is called " non-vocational (including adult) education ". There are sections on County Colleges and the Youth Service. The arrangements for the supply, training, recognition, remuneration, and superannuation of teachers are fully explained, and there is a note on the recommendations of the McNair Report. The pamphlet also deals fully with the arrangements for the administration of education and explains how the necessary co-operation is secured between the Ministry and the local education authorities.

There are three valuable appendices. Appendix 1 deals with the development of the educational system from its early beginnings, and gives figures to show the progress that has been made during the century

Digitized by Google

that has passed since the first parliamentary grants were made for education. Appendix 2 gives full details of the block-grant system as it now exists, including grants made by the Ministry to the local education authorities, to other bodies, and to individual students. Appendix 3 is a glossary of educational terms in common use. This will be found especially useful by those people who may still be a little vague as to the exact difference between a maintained school, an aided school, an assisted school, a controlled school, a special agreement school, a direct-grant school, an independent school, &c. The pamphlet deserves and will no doubt have a wide circulation.

[1] Teaching as a Career (England and Wales). (3d. net. H.M.S.O.)

[2] A Guide to the Educational System of England and Wales. (Ministry of Education Pamphlet No. 2.) (1s. net. H.M.S.O.)

AUTHORITY IN EDUCATION

By "E. K. S."

THE March, 1943, number of *The Journal of Education* contained a review by Professor Cavenagh of Mr. Lester Smith's book, *To Whom Do Schools Belong?*, which opened with the words: "Mr. Lester Smith's book is timely; for the question 'where the seat of authority in education should be' is amongst the most momentous that confront the nation." The fact that a new edition* has now been published is a testimony to the public appreciation of its value. The book has been thoroughly revised and the last chapter entitled "Postscript", covering some 60 pages, contains a brief impression of contemporary educational opinion, a summary of the White Paper on Educational Reconstruction, a short digest of the new Act, and a summary of the findings of the Norwood, Fleming, and McNair Reports. The effect upon education of the impact of war and the lessons to be learned from evacuation are discussed.

All who have read the first edition will remember the scholarly, wise, and dispassionate way in which the author dealt with many complex problems under discussion—qualities which are again displayed in the new chapter. The sections dealing with "The Decline of Home Influence", "Parental Responsibility", and "The Educational Value of the Small Community" are especially worthy of attention. The author quotes the remark of a former headmistress of a famous and exclusive school: "There are", she says, "times when every schoolmistress has pangs of disappointment, and the parents, I confess, are often responsible for these. It seemed to me incredible that a child could be at school for six or seven years, receive care and sympathy, and belong to us for the greater part of the year, and that on leaving no word should come from those to whom we rendered an account of our stewardship in the child we returned to them." Mr. Lester Smith emphasizes an obvious but much-neglected truth when he says: "The attitude of parents and other members of the family during one's childhood is as much a part of one's education as any aspect of school life," and "It is important to get parents to understand that school does not diminish the educative function of the home". He is equally happy in dealing with such questions as the expansion of

* To Whom Do Schools Belong? an Introduction to the Study of Local Government. By W. O. LESTER SMITH. Second Revised Edition. (10s. 6d. net. Blackwell.)

(Continued on page 514)

Thank you, Teacher!

At sea everyone has to perform a safety drill. But peacetime danger on the high seas is nothing to peacetime danger on the high roads. KERB DRILL has lessened road accidents — and many a mother, if she but knew it, has cause to bless the Teachers whose lessons have saved her child's life.

The good effect of Kerb Drill stretches far beyond the child of school age. It brings the habit home, and influences the younger children both directly, and indirectly through their parents. Thank you, Teacher!

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS',
Dept. F, 13 Victoria Street, Huddersfield

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

adult education and " a square deal " for the young worker, though he finds it necessary to warn us that " We must be careful in a world so full of shocks and surprises not to expect too much from planning ; a blue-print is an excellent device for making a machine, but not for shaping human beings ". He has, too, some wise words to say about freedom in education : " We have for many years in our educational practice attempted a difficult balancing feat, a daily reconciliation of the claims of the individual and of society ; sometimes—*e.g.* the Dalton plan, individual method, self-creative handwork—our emphasis has been on the individual, while at other times—organized games, group activities, team spirit—we have had social training as our objective. ' There appear ', said the Hadow Report, ' to be two opposing schools of modern educational thought . . . one attaches primary importance to the individual pupils and their interests ; the other emphasizes the claims of society as a whole, and seeks to equip the pupils for service as workmen and citizens in its organization. When either tendency is carried too far the result is unsatisfactory.' "

The author deals cautiously with the problem of the public schools. " Recent literature written from the public-school angle lays great stress upon the importance of freedom, but it is sometimes difficult for a reader unfamiliar with the public-school world to understand for whom and for what this freedom is desired." Sometimes it is suggested that what is most wanted is the freedom of the headmaster to mould his school as a corporate society along traditional lines. At others, that the parent who is able and willing to pay the public-school boarding fee should be free to obtain entrance to it for his child. Mr. Lester Smith quotes Dr. Tawney's words that this issue " cannot be decided by the venerable device of describing privileges as liberties ". Perhaps the most important problem of all is that of safeguarding schools from being used as an instrument of Government propaganda. Here as always " the price of liberty is eternal vigilance ".

This new edition of a noteworthy book deserves the widest possible circulation among all those concerned with educational and social reconstruction.

THE TEACHING OF MODERN LANGUAGES

THE Linguists' Committee of the Ministry of Labour and National Service have reported* on the post-war need for trained linguists and for teachers competent to train linguists ; they have had particularly in mind the provision of such training for men and women who have been engaged in war service.

It is the Committee's intention to furnish the Ministry with particulars of the languages taught, and the additional staff required, by as many as possible of the existing universities and institutions of post-secondary standing. This information has already been compiled in respect of the School of Oriental and African Studies and the School of Slavonic and Near Eastern Studies. They are encouraged to think that a rapid training in both speaking and writing a foreign language, within limited terms of reference, is not impossible. The intensive emergency courses for Servicemen held during the war years at the School of Oriental Studies and the School of Slavonic Studies, and in the United States, have shown that a utilizable skill in a foreign language can be quickly acquired. Although the Report deals but briefly with the content and method of these war-time courses, it enumerates the points which appear in the light of experience essential to the success of such teaching in future. These are the careful choice of suitable candidates and periodic testing of their progress ; the provision of special text-book equivalents aimed to cover a selected and limited field of study ; the proper use of foreign assistants and mechanical devices ; phonetic training as a basis of the whole course ; and the provision of opportunity for study abroad.

In making recommendations as to the scope of modern language courses for adults, the Committee are at pains to show that, while the detailed and comprehensive courses of the type leading to university degrees will continue to be the appropriate method of language study for academic students, it is now urgently necessary to plan intensive courses, probably on the general lines of the war-time emergency schemes referred to above, for adult students whose work will lie on the one hand in such organizations as Civil Service departments or the I.L.O., and on the other in commerce. These intensive courses will also be necessary, at any rate as a short-term measure, for ensuring a large enough number of language teachers in the schools.

On the question of which languages should be taught at the school stage, individual members of the Committee have expressed differing views. Owing to war conditions meetings of the Committee as a body were impossible, and this controversial question received in consequence rather disjointed and unsatisfactory treatment. It is certainly surprising to find them (albeit with a minority of dissentients) taking their stand upon the dictum of the Prime Minister's Committee of 1918 on " Modern Studies " —that French takes the first place among modern languages both as " the most important language in the history of modern civilization " and for practical purposes.

The findings of the Committee are in some instances so briefly set out as to leave the reader interested but questioning. They lay stress, for instance, on their opinion that the chief teachers of modern languages in this country should be British, but no hint is given of the reasons which led to this conclusion. We agree that people should be taught by English teachers in the first instance, and then work under first-rate foreigners teaching their own language in their own countries. This seems to be a better plan than that hitherto adopted in many countries. How many men of the calibre of an Oliver Elton, a Walter Raleigh, an Israel Gollancz, or a Quiller-Couch, would have accepted a Chair of English in France or Germany or Italy ?

* Report of the Linguists' Committee of the Ministry of Labour and National Service (Appointments Department). Chairman : Sir Philip Hartog.

CRAFTSMEN ALL

By J. H. BROOKES, Principal, Schools of Technology, Art, and Commerce, Oxford

AMONG the many ' goods ' which have come from this evil of war we may well count a general interest in, and a realized aptitude for, simple craftsmanship. The shortages of toys in particular and of materials in general have put the parent, the school, the civil defence worker, and the child himself on their mettle. The results have been wellnigh incredible as any one may see who visits a day nursery, often splendidly equipped with a wide range of toys made and given by amateurs. Moreover, in most cases these toys are well in advance in both design and construction of the pre-war manufactured article.

Digitized by Google

Quite a library has grown up round the subject during the past two or three years, and it can be said that several of the best publications must have made a considerable contribution to the understanding of design as both the outcome of construction and the expression of a personality. As might be expected, the Studio and Dryad publications are in the forefront. Equipped with Mabel Early's *Toy-making*,[1] Winifred Horton's *Wooden Toy-making*,[2] or J. Kay and C. T. White's *Toys*,[3] the amateur craftsmen will possess a wealth of good advice and of new ideas in the making of small soft toys or large hard nursery equipment.

It may be assumed that with the passing of the immediate need for toy production many such apprentice craftsmen will have been fired to attempt something further in creative work. To such enthusiasts, whether they be children, teachers, or parents we can recommend further journeys with a guide such as Robin Tanner.[4] His introduction to block-printing is fascinating. He shows the possibilities of using potato, stick, and linoleum blocks for end papers, fabrics, book covers, and illustrations. It is scarcely necessary to add that these four books are magnificently illustrated.

Whether the reader is practising a simple home-craft or not, he will enjoy Charles Marriott's handbook on *British Handicrafts*[5] in which he gives an entrancing glimpse of our national characteristics as shown in traditional British craftsmanship. The influence of the Renaissance on the crafts and the modern revival largely due to William Morris are wisely assessed; the work of contemporary craftsmen is properly appraised, and the present-day relationship of design to industry is briefly but fairly analysed. This little book is most stimulating and the full-page photographs are excellent.

[1] **Toy-making.** By MABEL EARLY. ("How to Do It" Series, No. 34.) (15s. net. Studio Publications.)

[2] **Wooden Toy-making.** By WINIFRED M. HORTON. (6s. 6d. net. The Dryad Press, Leicester.)

[3] **Toys: Their Design and Construction.** By J. KAY and C. T. WHITE. (9s. 6d. net. University of London Press.)

[4] **Children's Work in Block Printing.** By R. TANNER. Third Revised Edition. (6s. net. The Dryad Press, Leicester.)

[5] **British Handicrafts.** By C. MARRIOTT. (British Life and Thought, No. 13.) (1s. net. Published for The British Council by Longmans.)

Biography

From One Generation to Another, 1839–1944: a Book of Memoirs

By HILDA MARTINDALE. (12s. 6d. net. Allen & Unwin.)

This is the account of the experiences of three women, a mother and two daughters, covering more than 100 years. The early chapters give a vivid picture of the life of an upper middle-class family in the spacious days of Queen Victoria, and the later chapters carry the story almost up to the outbreak of the late war. One of the daughters, Hilda Martindale, who is responsible for the greater part of the book, held high positions in the Government service. As one of the first women inspectors of factories and later a Deputy Chief Inspector she fought hard to bring about better working conditions for women and girls in the factories of both England and Ireland.

(*Continued on page 516*)

UNIVERSITY CORRESPONDENCE COLLEGE

Founded 1887

Founder: WILLIAM BRIGGS, LL.D., D.C.L., M.A., B.SC.
Principal: CECIL BRIGGS, M.A., M.C.
Vice-Principal: ARNOLD SAXELBYE, M.A.CAMB., B.A.LOND.

Arts Director: G. L. COCKLE, M.A.OXON.

Sciences Director: GEORGE WALKER, PH.D.CAMB., M.SC.SYD.

COURSES OF STUDY

for London University Matriculation, Special Entrance, Intermediate and Degree Exams.; also for School and Higher School Certificates (Oxford, Cambridge, Northern Univ., and others), Pre-Medical, Law, etc.

U.C.C., with its staff of highly qualified tutors, has for over fifty-seven years successfully prepared many thousands of students for examinations by means of its specially planned courses of instruction. The College is an Educational Trust, not conducted primarily as a profit-making concern, its main objects being the efficiency of its courses and the success of its students. Fees are low and may be paid by instalments. In the event of failure tuition is continued free of charge.

PROSPECTUS

giving full particulars of U.C.C. Courses (mention examination), may be obtained post free from the REGISTRAR,

14 BURLINGTON HOUSE, CAMBRIDGE

ARNOLD
LEEDS

Two Series in great demand by Secondary Schools

CAMEO PLAYS

Edited by GEORGE H. HOLROYD, M.A.

An excellent series of ten books. Each book contains eight one-act plays, suitable for every age and type of scholar. Each play has sufficient characters to give many scholars a part yet they are short enough to be read in one lesson.

Books 3, 4, 5 and 6 are for Juniors.
Books 1, 2, and 7 are for Seniors.
Book 8 for Male. Book 9 for Female.
Book 10 contains Puppet Plays (Dr. Priestley).

Each book **10d.** (Cloth lined covers 2d. extra.)

Curious Character Dances

By ANITA HEYWORTH and KATHLEEN POWELL-TUCK

Adapted from a book on Dancing published 1716

This book contains Character Dances especially suitable for older girls in schools and for students in Training Colleges. In addition to a detailed description of each dance, together with music and diagrams, the book includes an extra copy of the music in a separate booklet in the folder at the back.

Price 4/6 net

Prospectus of either of above on request.

E. J. ARNOLD & SON LTD. LEEDS 10

Digitized by Google

Classics

Report on Standards of Marking in Latin

(1s. 6d. Educational Institute of Scotland.)

A useful pamphlet, containing " data " which must have taken time and labour (to say nothing of discrimination) to collect. Naturally enough, the value of the report will depend on the use made of it by teachers, who, however, ought to find its pages helpful in solving that rather difficult problem—" How ought I to mark this exercise, or piece of translation ? "

1. A First Book of Latin Poetry

By H. W. FLEWETT and W. E. P. PANTIN. (3s. Macmillan.)

2. Aenid, Book 4

By P. VERGILIUS MARO. Edited, with Introduction, Notes and Vocabulary, by H. E. GOULD and Dr. J. L. WHITELEY. (2s. 6d. Macmillan.)

3. Cicero: First and Second Speeches against Catiline

Edited, with Introduction, Notes, and Vocabulary, by Dr. J. L. WHITELEY. (2s. 6d. Macmillan.)

If another " first book of Latin poetry " was wanted (and we do not believe it is, with so many books of the same kind already in a competitive market), nothing could be better than this little volume (1) by Mr. Flewett and (the late) W. E. P. Pantin—a fine scholar, who did much for education. Part I contains the easier passages from such poets as Catullus, Ovid, Virgil, Horace, Martial; Part II rather more difficult passages, but no " teazers ", we are relieved to find. The whole text runs to sixty-five pages (inclusive of introductory remarks to the several pieces); the notes occupy over 100 pages: they might (we think) have been shortened with advantage. Then comes what we must now call the inevitable vocabulary. Are Latin dictionaries not used to-day ? Whether forty pages should be employed in telling boys about Latin metres—which are dealt with in any good grammar—we take leave to doubt. Virgil's *Aeneid* 4 (the editors will spell it Vergil) (2) seems a work of supererogation, with Prof. H. E. Butler's recent edition (and that, too, a model one) already in use. However, this is a matter for publishers to consider. We are pleased to see that the notes to this little book are brief and to the point, and never cluttered up with " parallel passages "—which boys rarely, if ever, read. Nevertheless there are rather too many notes, a fault some editors appear unable to avoid. Messrs. Gould and Whiteley are also responsible for the first and second speeches against Catiline (3) and their editing of those two speeches is most satisfactory: in fact it would not be too much to say that, for young students beginning Cicero, it could hardly be improved upon.

E. H. B.

Education

German Educational Reconstruction

No. 1: Vocational Training in Germany. By H. VON RAUSCHENPLAT.

No. 2: Experimental Schools in Germany. By MINNA SPECHT and A. ROSENBERG.

(1s. 6d. net each. James Clarke & Co. Ltd., 5 Wardrobe Place, London, E.C. 4.)

The first of these pamphlets is a small factual and straightforward summary of vocational training in Germany. The author points out that the vocational training methods used even under the Nazis were valuable—this of course does not apply to the political indoctrination which also formed part of any educational training in Germany—and that it should be possible to use them after the war when wide vocational training and retraining will be essential for large numbers of German civilians as well as for demobilized soldiers.

The second pamphlet has a number of descriptions of various experimental schools which grew up in pre-Nazi Germany and should be of interest to those approaching this topic for the first time.

O. A. O.

History

The Statesman's Year-Book, 1945

Edited by Dr. M. EPSTEIN. (30s. net. Macmillan.)

The new edition of this useful work of reference contains the usual features and, like its predecessors, attempts to give a picture of political and economic conditions in every country of the globe. A list of Additions and Corrections brings the volume as far as possible up to date. The book, which covers nearly 1,500 pages, is divided into three parts: (1) The British Commonwealth; (2) The United States of America; (3) Other Countries. There are six introductory tables dealing with the British Commonwealth, the League of Nations, the International Labour Organization, the Permanent Court of International Justice, the British Council, and the Middle East Supply Centre. There are two maps dealing with World Airways and the Russo-Finnish Boundary as constituted in the armistice terms in September, 1944. There is a good index.

1. English Law

By J. L. BRIERLEY. (Oxford Pamphlets on Home Affairs, No. H6.) (6d. net. Oxford University Press.)

2. English Courts of Law

By H. G. HANBURY. (The Home University Library of Modern Knowledge.) (3s. 6d. net. Oxford University Press.)

3. The Government of Great Britain and the Dominions and Colonies

By Dr. A. E. HOGAN and ISABEL G. POWELL. 11th Edition. (5s. University Tutorial Press.)

Two very welcome additions to the notable series of Oxford Pamphlets and the Home University Library are Professor Brierley's *English Law* and Dr. Hanbury's *English Courts of Law*. Special praise is due to Prof. Brierley's urbane and delightful pamphlet which will attract many who have no professional interest in the law. No one will read without a sense of regret the history of the English Courts of Law which were for so many centuries the means by which the citizen could seek protection and redress from the arbitrary actions of the executive power. No such protection is now open to the citizen. Dr. Hogan and Miss Powell's *Government of Great Britain and the Dominions and Colonies* has now attained its eleventh edition, and this is testimony to its merits as a text-book.

C. D.

The Ancient World: A Beginning

By T. R. GLOVER. (9d. Penguin Books.)

The Ancient World, by the late Dr. Glover, has found its way into Pelican Books, and we have a record, so far as a record is possible in 288 pages, of the literature, art, economics, politics, religion, and the daily life of men in the Greek and Roman world.

Digitized by Google

Mathematics

Mathematical Problem Papers
By T. B. W. SPENCER. (Methuen.)
The value of such a book can be appraised only after experience of its use or after solving a good proportion of its examples. The exigencies of the situation do not permit so extensive a trial as this, but at first sight one is strongly tempted to think that this latest addition to the Wolstenholme-Radford-Wright combination is a most useful one.

School Certificate Arithmetic: a Revision Course
By H. L. JONES. (2s. 6d. Arnold.)
The object of this book is to provide a revision course of arithmetic for use in the final year before the school certificate. In cases where this is necessary, this volume would fulfil the purpose quite well, though it might well contain some logarithmic work in addition. There is a good supply of examples including some from the J.M.B.

Modern Languages

1. Madeleine Legros et ses Cousins
By N. H. GARRETT. (2s. Harrap.)
2. En Voyage avec Jacques Lenormand
By Dr. G. W. SPINK. (2s. 3d. Harrap.)
Here are two cheerful readers, well set-out, adequately illustrated, suitably brief. Each contains a vocabulary (is this really necessary ?) and comprehension questions, and would suit third- or fourth-year classes. The subject-matter of the first seems to render it more readable to girls than to boys ; the second describes an English boy's pre-war holiday in Normandy with his French ' pen-friend '. Blissfully unaware of coming events, the two traverse a countryside later to be desecrated by some of the war's bitterest fighting.

Vacances Françaises, ou Les Soirées de Bretagne
By Dr. F. HEDGCOCK. (3s. 6d. Bell.)
A Breton is here made to describe his country, its legends, saints, and sailors ; certain other tales are also interpolated. Fourth- or fifth-year children of the more serious type will enjoy this collection. There are notes in French, and also a French-English vocabulary.

Religious Knowledge

Source Book on Christian Education as related to the Colleges and Theological Seminaries of the Church.
Compiled by H. H. SWEETS. (Louisville, Ky. : The Executive Committee of Christian Education of the Presbyterian Church in the United States.)
An ambitiously titled and handsomely produced commonplace book of facts and quotations useful to those who wish to understand and to write or speak upon the place of religion in the colleges and theological seminaries of the Church which publishes it. Necessarily, therefore, limited in range, and meant for the advocate rather than the practitioner or the investigator, it yet brings together a great many striking statements more significant, perhaps, inside America than outside, but interesting also to those in this country who desire to understand the American attitude in religious education.

'Milk of Magnesia' (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

INSTITUTE OF MIME
HOLIDAY COURSE
December 19th to 21st **LONDON**
OPEN TO NON-MEMBERS
Opening Speaker:
Sir STANLEY MARCHANT, C.V.O., M.A., D.Mus.
Lecturers:
IRENE MAWER DOREEN WOODCOCK
ROSE BRUFORD MARGARET RUBEL
SUSAN PEARSON HELGA BURGESS
Subjects include Mime in Education, Mime Plays, Stage Movement, Historic Movement
A Performance will be given during the course
Further details from Miss MATINE HARMAN, 21 Queensberry Place, S.W.7

THE COMMUNITY AND THE SCHOOL
OR,
The Harnessing of the Cultural Forces of the Community to the Service of Education
(A plan for Linking the Community and the School to Promote Training in Democracy)
by BERNARD COUSIN
Cloth Boards, 4s. 6d. 148 pages. Crown 8vo
Can be obtained from any bookseller or from
W. JEFFERSON & SON LTD., Ely, Cambs.
(Postage 6d. extra)

Digitized by Google

Scholarships

MATRICULATION AND OTHER EXAMINATION NOTICES, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS AND BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council:
Rt. Hon. Viscount CALDECOTE, C.B.E.
Principal:
Mrs. J. L. STOCKS, B.Sc. (Econ.)

RESIDENTIAL College for 150 women which prepares for the Degrees of the University of London. Non-resident Students are admitted. At the Scholarship Examination—to be held in December, 1945—SCHOLARSHIPS from £100 to £20 will be awarded for CLASSICS, GERMAN, FRENCH, ENGLISH, HISTORY, BOTANY, BIOLOGY and MATHEMATICS.

Fees.—Residence, £100 a year. Tuition from 38 guineas a year.

For further particulars apply to:

The Registrar
WESTFIELD COLLEGE
(University of London)
HAMPSTEAD, LONDON, N.W. 3

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS. The following are awarded annually to boys under 15 on September 1, on the results of an examination toward the end of May:

(a) An ALFRED SMITH SCHOLARSHIP of £80 a year.
(b) Three JUNIOR PLATT SCHOLARSHIPS of £60 to £40 a year.
(c) Two or more EXHIBITIONS of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School:

(a) Two SENIOR PLATT SCHOLARSHIPS of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(b) Two JUNIOR PLATT SCHOLARSHIPS of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £115 a year, with a Consolidated Fee of £5 a term to cover all necessary extras.

Further particulars may be had from the HEADMASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

BRIGHTON COLLEGE

AN Examination is held each June to elect several Scholarships varying in value from £65 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the financial position of the parent and in no case will the value of a Scholarship exceed £65 for boarders and £30 for day boys, excluding compulsory extras, which amount to £12 7s. 6d. for boarders and £4 17s. 6d. for day boys.

Ten Centenary Endowment Scholarships for Boarders are offered on the result of the C.E.E. in June. Open to candidates attending Preparatory Schools which are members of the I.A.P.S.

Full particulars on application to the HEADMASTER.

FELSTED SCHOOL

ENTRANCE Scholarships, 1945. Nine Scholarships, varying in amount from £100 to £40 a year, are awarded. One of them may be a closed Scholarship for R.A.F. officers' sons, who are also eligible for three special Nominations, of from £30 to £10 a year, awarded on the results of the examination. Special Music Scholarships are often given and music may be offered as an ordinary subject. Candidates must be between the ages of 12½ and 14 years on the January 1 preceding the examination, which is normally held in March. Full particulars from the HEADMASTER, Felsted School, Essex.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, is held in May of each year. Age limit 14 years. Special Exhibitions each term for sons of Clergy and members of H.M. Services. Apply HUGH ELDER, M.A., Headmaster.

GIGGLESWICK SCHOOL

SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEADMASTER, Giggleswick School, Settle, Yorks.

LANCING COLLEGE SCHOLARSHIPS

ENTRANCE SCHOLARSHIPS will be offered for competition annually in March. Candidates must be over 12 and under 14 on April 1:

(a) SIX SCHOLARSHIPS at least of £100 to £50 per annum, according to merit and needs.
(b) Two MUSIC SCHOLARSHIPS, Choral or Instrumental or both, of £50 to £30 per annum.

Certain Bursaries will also be awarded on the results of these examinations, which will take place at candidates' Preparatory Schools in the first instance.

The School fees are £165 per annum.

For further information apply to the HEADMASTER, Lancing College, Shoreham-by-Sea, Sussex.

LEIGHTON PARK SCHOOL, READING

SIX Open Scholarships value £100–£30, and additional Exhibitions of £60–£40, for general ability, Music and Art, will be awarded in March. Basic fees, 150 gns. per annum, inclusive.—For particulars, apply to THE HEADMASTER, E. B. CASTLE, M.A. (Oxon.).

THE LEYS SCHOOL, CAMBRIDGE
Temporarily removed to
ATHOLL PALACE HOTEL, PITLOCHRY, PERTHSHIRE

The Minister of Health has stated that the requisitioning of the school premises as a hospital will end in early November, and the School will therefore be returning to Cambridge during next Christmas holidays.

THREE or four Open Foundation Scholarships of £100 a year, and six other Scholarships and Exhibitions of between £25 and £75 a year will be awarded in June, 1946, if suitable candidates of sufficient merit present themselves. Candidates must be under 14 on January 1, 1946. A large choice of subjects in the Final Examination is available, including Science, German, and Music. Scholarships and Exhibitions may in certain cases be increased by such an amount as the circumstances of the Scholar may require. Full particulars may be obtained from the HEADMASTER.

MALVERN COLLEGE

ENTRANCE Scholarship Examination will be held early in March, 1946. About five Scholarships of £100 and three or more of £50, including one for Music. Exhibitions may also be awarded. A certain number of Bursarships will also be awarded to boys of all-round ability who do not reach Scholarship standard.

For particulars of these and certain Memorial Exhibitions, apply to the HEADMASTER, Malvern College, 5 High Street, Harrow-on-the-Hill.

OUNDLE SCHOOL

AN Examination for Entrance Scholarships is held annually in May or June. For further particulars, apply to the HEADMASTER, Oundle School, Northampton.

SEDBERGH SCHOOL

THE Examination for Ten Entrance Scholarships and Exhibitions, of the annual value of £120 to £40, will be held in June. Candidates must be under 14 years of age on June 1, 1946.

For further information, apply to the HEADMASTER, Sedbergh School, Yorkshire.

ROEDEAN SCHOOL, BRIGHTON

SCHOLARSHIPS and Exhibitions will be awarded on the result of an examination to be held in May, 1946, for girls under 14. The value of each award will vary from £30 to £150 a year, according to the financial circumstances of the candidate. A number of bursaries may also be given to girls who do not reach scholarship or exhibition standard. Papers will be worked at the candidate's home or school, and interviews for selected candidates will subsequently be held at Roedean.

Particulars and forms of application from the Headmistress's Secretary. Address, until December 15, Roedean School, Keswick, Cumberland; after that at Brighton. Last date of entry, March 25, 1946.

WORKSOP COLLEGE, NOTTS.

AN Examination is held in May or June. Generally two Scholarships are offered of £60 each, two of £40, and two of £30. Candidates must be under 14 years of age. Full particulars and entry forms can be obtained from the HEADMASTER, Worksop College, Notts.

PHYSICAL TRAINING

BEDFORD PHYSICAL TRAINING COLLEGE

Principal: C. M. READ

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over three years, and includes the Theory and Practice of Educational Gymnastics, Remedial Gymnastics, Anatomy, Physiology and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, Netball, Cricket and Swimming.

Students are prepared for the Examination for the London University Diploma in the Theory and Practice of Physical Education.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games and Swimming. Fees: £165 per annum.

Two Scholarships of £50 and two of £25 will be awarded annually. Application should be made before February 15.

For particulars, apply SECRETARY, 37 Landsdowne Road, Bedford.

LIVERPOOL PHYSICAL TRAINING COLLEGE

BARKHILL ROAD, AIGBURTH, LIVERPOOL 17

Principal: MISS M. T. CRABBE

The course of training extends over three years and is open to girls of 18 years of age who have obtained a School Certificate or its equivalent. Students are prepared for the Diploma in Physical Education of London University.

There are eighteen acres of grounds and playing fields, an open-air swimming bath, gymnasia, massage room and laboratory.

Fees, £165 per annum. Two scholarships are offered annually. Prospectus and further particulars from the Secretary.

NONINGTON COLLEGE OF PHYSICAL EDUCATION
NONINGTON, Near DOVER, KENT

THE Three-Year Diploma Course prepares students for the Diploma in Physical Education of London University. Fees, £180 per annum.

There are six Scholarships of £12 per annum and one Scholarship of £40 per annum for three years.

Illustrated prospectus with full particulars, also details of Scholarships, &c., are obtainable from the SECRETARY, Nonington College, at the above address.

Digitized by Google

SE
p. 2

THE JOURNAL OF EDUCATION

THE LIBRARY OF THE
DEC 3 1945
UNIVERSITY OF ILLINOIS

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 916 NOVEMBER 1945

Editor: R. SaltER Davies, C.B.E., M.A.
Office: Amen House, Warwick Square, London, E.C. 4. Tel.: City 7701

PRICE 1s. 3d. BY POST 1s. 5d. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6d. POST FREE

CONTENTS

	PAGE
Notes and Comments	521
The Raising of the School Age	526
Educative Values and Secondary School Curricula. *By A. Pinsent*	527
The Form-Master. *By J. M. McNeill*	529
Education "in the Bag". *By P. M. Burns*	530
Speech Training Day by Day in the Primary School. *By H. Edith Royden*	532
Correspondence.. *The Collegiate System; Parity of Conditions?*	533
Scotland, Wales, and Northern Ireland	534
Empire and Foreign News *Education in Germany; Oversea Journals.*	538
Educational Meetings	542
Personal Notes	546
Topics and Events	550
New Books *Community Centres; Education for Freedom; Nazi Education; Adult Religious Education; Anglo-Saxon England; The Teaching of Biology; Danger on the Roads; Pax Romana.*	554

NOTES AND COMMENTS

"NEW Responsibilities for Adult Education", the title chosen by the British Institute of Adult Education for its recent annual conference, reflects the readiness of adult education as a whole to follow up war-time movements in that field. It is significant that the principal speaker at the conference was the Adjutant-General to the Forces, General Sir Ronald Adam, who has himself been such a vigorous pioneer of popular education in the Army. He disarmed the more querulous critics of Services education by reminding the conference that such experiments as A.B.C.A. and "British Way and Purpose" courses were rough-and-tumble efforts rather than stream-lined forms of adult education. But he claimed, and with justice, that the Army has taken these enterprises seriously and has done all in its power, in most awkward circumstances, to create an appetite among the troops for the more serious pleasures. He has every right to challenge the conference, as he did, by asking what arrangements were being made by the voluntary bodies and the statutory bodies to carry on where the Services, perforce, had to leave off. His great concern was to ensure that troops who had, during their service with the Colours, discovered a new and tentative interest in knowledge should not fail to find opportunities, once they left the Services, for the further cultivation of that interest. There has been a great growth in the Army, and to a lesser extent in the R.A.F., of institutions generally known as Army Study Centres or Forces Study Centres—which include, more recently, the reconverted premises in which so many Hitler youth clubs had their palatial headquarters. Adult education seems to have thrived in the Army, as elsewhere, according to the extent to which it can combine the facilities of a college with those of a club. In expressing the hope that institutions of this kind will be created to meet the needs of demobilized men and women, Sir Ronald Adam gave timely encouragement to local education authorities who are already planning their community centres.

Bridging a Gap

ANOTHER speaker at the conference was Sir Robert Wood, Deputy Secretary of the Ministry of Education, who managed to combine candour and delicacy in uttering some home truths to the voluntary bodies of adult education. He had just cause to point out that the reason why there exists no planning body or co-ordinating body for adult education is not so much the lack of leadership on the part of the Ministry as the intransigent tendencies of some of the voluntary bodies. The

Divided Counsels

Digitized by Google

conference initiated some time ago by the late Archbishop of Canterbury made a hopeful start at its first meeting at Oxford, but seems no nearer a solution than when it began. One reason why adult education fails to achieve even a Dumbarton Oaks is the apparent insistence of the W.E.A. that it must always be accepted as the dominant power in any educational alliance. But, while willing to accord to the W.E.A. the honours of its distinguished history, the newer and younger bodies on the periphery of adult education are not prepared for a form of government which gives the W.E.A. decisive power. One condition of a united front in adult education is the willingness of the W.E.A. to recognize that a discussion group in a community centre is a nó less vital kind of adult education than a university tutorial class.

County Colleges and Adult Education

THE intransigence of one, at least, of the senior partners of adult education is all the more unfortunate at a time when powerful bodies of recruits to adult education are in sight. For, apart from the thousands of men and women from the Services who are in the frame of mind to explore adult education, there is also growing up a younger generation who may become similarly disposed. Mr. A. L. Binns, Chief Education Officer for Lancashire, pointed out to the conference that community centres will feed the adult education movement. Adult education has hitherto lacked its 'nursery', except possibly in the Co-operative movement and to some extent in the Y.M.C.A. and Y.W.C.A. The County Colleges can do much to take care of the gap which now exists between the school-leaving age and the average age of adult students. But the youths and maidens who 'graduate' from County Colleges are likely to prefer institutional forms of adult education to all others. If this expectation is right then the share of local education authorities in adult education should show a sharp increase within the next few years.

"A Local Habitation"

ONE aspect of adult education which is rightly receiving increasing attention is the need for suitable premises. This theme was developed at the conference by Mr. W. O. Lester Smith, Director of Education for Manchester, who emphasized the fact that the younger generation will not be attracted to adult education so long as it is conducted in shabby, ill-conditioned rooms 'left over' from other purposes. He wisely pointed out, moreover, that to provide brand-new community centres on new housing estates is not the whole answer. There will still remain the needs of the people in the present built-up areas. We should devise, he said, what forms of compensation we could for them, including a high proportion of places at residential colleges of adult education. It was interesting to observe at this conference how far the agenda was occupied by such practical questions as these. The movement has too long suffered from the assumption that accommodation, text-books, teaching-aids, the training of tutors, are less important considerations than the worship of some mysterious educational belief. It is a healthy sign that conferences of this kind are much less occupied than they were with professions of faith and are much more preoccupied with ways and means. There is no doubt that, if we are to see the expansion in adult education that war-time experiences foreshadow, we must get down to the problem of finding the right places in which to conduct adult education and the right means to make it attractive to the multitude.

The Great Debate

CONFERENCES continue to be held, and books continue to pour from the printing presses of the United States, on the major problem of the ends of education. Our Notes and Comments of the October number reported the Second Conference on "The Scientific Spirit and Democratic Faith" in 1944, and a further review of the ensuing volume *The Authoritarian Attempt to Capture Education* will be found in this number, contributed by Dr. J. C. Maxwell Garnett. In the October number also the Harvard Committee Report on *General Education in a Free Society* was reviewed by Mr. John Pilley, of Wellesley College, Massachusetts. The latter, a very important document, has the limitations inherent in that it appears to be the highest common factor of possible agreement of twelve distinguished teachers; the former is more enlivening in that two opposing views are stated with the greatest candour and vigour. But no one can doubt the importance of the great debate on the ends of education. It is stated in cogent form on page 43 of the Harvard Report in these terms: "As recently as a century ago, no doubt existed about such a purpose: it was to train the Christian citizen. Nor was there doubt how this training was to be accomplished. The student's logical powers were to be formed by mathematics, his taste by the Greek and Latin classics, his speech by rhetoric, and his ideals by Christian ethics. College catalogues commonly began with a specific statement about the influence of such a training on the mind and character." This enviable certainty both of goal and of means has largely disappeared.

Unity?

"FOR some decades", continues the Harvard Report, "the mere excitement of enlarging the curriculum and making place for new subjects, new methods, and masses of new students seems quite pardonably to have absorbed the energies of schools and colleges. It is fashionable now to criticize the leading figures of that expansive time for failing to replace, or even to see the need of replacing, the unity which they destroyed. But such criticisms, if just in themselves, are hardly just historically. A great and necessary task of modernizing and broadening education waited to be done, and there is credit enough in its accomplishment. In recent times, however, the question of unity has become insistent. We are faced with a diversity of education which, if it has many virtues, nevertheless works against the good of society by helping to destroy the common ground of training and outlook on which any society depends."

Digitized by Google

IT is interesting that this report should come from Harvard, as in the Report on the Battle of the Educators (*The Journal of Education*, May, 1945, p. 209) Mr. Harry D. Gideonse attributed to President Eliot of Harvard the invention of the "elective system" which had proved to be "elective chaos". Out of this elective chaos the twelve Harvard teachers set themselves to lead American education. It is not surprising that they do not set up again the ends of education accepted a century ago. They have read Machiavelli's *Discourses* which teach that an element of confusion is inevitable in a vigorous State. "Had the Roman Commonwealth grown to be more tranquil", wrote Machiavelli, "the road would have been closed to that greatness to which it came. For in removing the causes of her tumults, Rome must have interfered with the causes of her growth." Tranquillity has not been the most notable characteristic of America in the last hundred years, and departures from tradition could hardly have been avoided, even if they had been undesirable. Nevertheless, the Harvard teachers conceive the need for a hard core of tradition, as a basis of common understanding, imposed on all, and Mr. Pilley in our last number gave a substantial account of the courses proposed. Presumably, if these proposals are adopted, the elective system is at an end; the element of choice is to that extent restricted.

The Elective System

CONCURRENTLY, nine Yale teachers, after a five-year study, have come out against the elective system. On August 3, 1945, Mr. Benjamin Fine, writing to *The New York Times*, announced "sweeping changes". It appears that Yale is to go through a period of experiment, with a view to testing the relative values of 'traditional' and 'progressive' education. The "elective system" is to be sharply curtailed, and a summer reading programme is to be introduced. Under the plan each student will be required to read eight classics during his summer vacation during the first two years. "At the end of their vacation the students will be examined in their reading, and failure will be regarded as being just as serious as it is during the rest of the year." Basic requirements will be introduced into undergraduate courses at Yale as at Harvard; at Yale English, modern language and systematic thinking; at Harvard English, science and the social sciences. Yale sees a "superb opportunity" in an experimental programme of "controlled and integrated" education. "Once the student enters, he has no choice for the first two years. In the first year the emphasis is upon the laws and principles which operate in the natural world. In the second year it is upon the social and moral laws which bind together the individual and society." Harvard and Yale have, therefore, set an example; the question arises whether America will follow.

Light from Yale

A CERTAIN uneasiness is disclosed by the Harvard teachers as to the continuing influence of Mr. Dewey and the effect of that influence on their plan. "We approach here", they write, "the one previously mentioned concept of education which was not included under the idea of heritage: namely, the views associated with the names of James and Dewey, and having to do with science, the scientific attitude, and pragmatism. This is hardly the place to try to summarize this body of thought or even to set forth in detail its application by Mr. Dewey to education. To do so would be virtually to retrace the educational controversies of the last forty years. But, at the risk of some injustice to Mr. Dewey's thought as a whole, a few points can be made about it. It puts trust in the scientific method of thought, the method which demands that you reach conclusions from tested data only, but that, since the data may be enlarged or the conclusions themselves combined with still other conclusions, you must hold them only tentatively. It emphasizes that full truth is not known and that we must be forever led by facts to revise our approximations of it. As a feeling of commitment and of allegiance marks the sense of heritage, so a tone of tough-mindedness and curiosity and a readiness for change mark this pragmatic attitude."

Mr. Dewey in the Offing

MR. DEWEY has not been slow to pick up this challenge. In August, 1944, *Fortune* published an article by Mr. Dewey entitled "Challenge to Liberal Thought", in which he was discovered in a state of impenitence. Mr. Alexander Meiklejohn replied to Mr. Dewey in January, 1945, and letters followed, concluding with an allegation by Mr. Dewey that Mr. Meiklejohn's last words "seem to constitute confession by avoidance". Age has not withered nor custom staled Mr. Dewey's formidable gifts of argument. He alleges that "the present campaign of assault upon what is modern and new in education is to be welcomed even by those who believe its tendency is thoroughly reactionary. It has to be faced, and facing it will bring to light beliefs that have too long been kept in the dark. . . . We are told that scientific subjects have been encroaching upon literary subjects, which alone are truly humanistic. We are told that zeal for the practical and utilitarian has resulted in displacement of a liberal education by one that is merely vocational, one that narrows the whole man down to that fraction of his being concerned with making a living. We are told that the whole tendency is away from the humane to the materialistic—and so on. . . . We agree that we are uncertain as to where we are going and where we want to go, and why we are doing what we do. . . . We agree as to the absence of unity. We differ profoundly from the belief that the evils and defects of our system spring from excessive attention to what is modern in human civilization—science, technology, contemporary social issues and problems. Rather we rest our own critical estimate of the present educational situation upon a belief that the factors that correspond to what is living in present society, the factors that are shaping modern culture, are either confusedly smothered by excessive attention to the old or are diverted into channels in which they become technical and relatively illiberal in comparison with what they would be if they were given the central position".

Mr. Dewey Arrives

Digitized by Google

"I BEGIN then", says Mr. Dewey, "with the fact that we are now being told that a genuinely liberal education would require return to the models, patterns, and standards that were laid down in Greece some twenty-five hundred years ago and renewed and put into practice in the best age of feudal medievalism six and seven centuries ago. . . . This philosophy was faithful to the facts of the social life in which it appeared. It translated into intellectual terms the institutions, customs, and moral attitudes that flourished in the life of Athens. As was proper, a liberal or free education was the education of a free man in the Athenian community. But this has to be placed alongside the fact, totally improper from the standpoint of modern democratic communities, that free citizens were few in number, and that their freedom had a large servile class as its substratum. The class that enjoyed the privileges of freedom and a liberal education was based upon precisely those considerations that modern liberation has steadily striven to get rid of. For a status fixed at and by birth, sex, and economic condition is just what democratic societies regard as *illiberal*. To the Greek philosopher, these differences were necessary—they were fixed 'by nature'. They were so established in social institutions that any other view seemed irrational even to the wisest men of the time."

Were the Greeks Liberal?

TO Mr. Dewey the fundamental question is whether books are to be liberators or tyrants. "To the Greek scientist-philosopher first-hand perception of nature, if not through the senses then through the 'intellect', was the source of truth. Writings bequeathed by the past were used for the suggestions they contained, as materials to set forth alternative possibilities. They were never taken as final authority. The one thing forbidden was to permit the opinions of others to come between vision and the facts of nature." He pours scorn on the theory of The Hundred Books, of which we gave an account in our October number. "The idea that an adequate education of any kind can be obtained by means of a miscellaneous assortment of a hundred books, more or less, is laughable when viewed practically. A five-foot bookshelf for adults, to be read, re-read, and digested at leisure throughout a lifetime, is one thing. Crowded into four years and dealt out in fixed doses, it is quite another thing. In theory and basic aim, however, it is not funny. For it marks a departure from what is sound in the Greek view of knowledge as a product of intelligence exercised at first hand. It marks reversion to the medieval view of dependence upon the final authority of what others have found out—or supposed they had found out—and without the historical grounds that gave reason to the scholars of the Middle Ages." To Mr. Dewey the fundamental issue is that "there are factors at work in contemporary life that are of transcendent value in promise, if not yet in achievement. They are experimental science and experimental method in the field of knowledge". Mr. Dewey, his head bloody but unbowed, remains, as it seems, for the moment in possession of the field.

Liberators or Tyrants

NO such hurricanes are sweeping across the universities and schools of the British Commonwealth at the present time. We have not had the "elective system" leading to "elective chaos". Tradition dies hard in this island. A Sergeant of the U.S. Army, writing in *Transatlantic* for September, 1945, has told us that "one thing that every American notices in Britain is the strong grip which tradition has on the ways of thinking of the British people. One friend summed it up by saying that in the case of a Britisher, if something had been done a certain way in the time of his grandfather, that was good reason to presume that it should continue to be done that way unless there were overwhelming reasons for change. The American, on the other hand, would figure that the very fact that a thing was done such and so in his grandfather's day was in itself proof that there was need for a change. . . . The average British man or woman is brought up in a city which is full of buildings dating back to the eighteenth century, to Elizabeth's time and beyond. He probably goes to church in a building constructed in the middle ages. . . . In contrast, American cities are children of the present, and, with the possible exceptions of Boston and New Orleans, have few reminders of a past more remote than the turn of the century. . . . His school is a new public institution, probably built or rebuilt during the Roosevelt régime. His church is a wooden frame building which—unless he lives in New England or some parts of the South—is not likely to date much before 1900". With us the bias against change is strong; we modify but we do not destroy.

The Force of Tradition

BUT, even if controversy is not shaking our patterns of thought, we have no grounds for a complacent acceptance of things as they are. For two years we have had the Norwood Report. How much have we done about it? In particular, how much have we done to establish teachers in the role of liberators rather than tyrants? And have our teachers displayed much desire to assume the new role with which the Norwood Committee were anxious to invest them? It will be recalled that in reviewing the Norwood Report we concluded with lines from Tennyson's *Ulysses*. Has the spirit of adventure, the passion to create, marked the sessions of teachers to discuss the Norwood Report? No doubt we are all tired after six years of war and privation, but let not our children have, in time to come, cause to reproach us that in the hour of victory we preferred the chorus of the Lotus-eaters to the manful summons to "seek a newer world".

Back to Norwood

THE Minister of Education has visited schools in Germany where an attempt to re-educate German boys and girls has begun. How formidable the task will prove to be needs no emphasis. For twelve years there has been no education but Nazi education; it would be folly to suppose that in Germany pre-Nazi education conformed to patterns of educational thought familiar to the Western democracies. In Prussia, Frederick "the Great"

Whither Germany?

Digitized by Google

appointed drill-sergeants to be teachers in the State schools, and a tradition of uniformity in education imposed by the State existed long before the rise of Hitler. We may live to see, beginning in the nursery schools, an education of which Friedrich Froebel, who created the first kindergarten, might have approved. But will it last for an hour after the occupying forces relax control? Froebel is a great name in the democracies, but he met with little success in Germany, and his 'kindergarten' were suppressed by the Prussian Minister, von Raumer, in 1851. Meanwhile, we seem to have the task of re-educating all Germans of 5 plus, and of educating all Germans reaching the age of 5 hereafter, when every little German since 1933 has been taught the following *Prayer for Grace Before Meals*—to be used in all German Kindergartens (*Nation*, November 27, 1943, p. 610):

"Fold your little hands,
Bow your little head,
Think of him who gives us
Our daily bread.
Adolf Hitler is his name,
Him we as our Savior claim."*

This same Hitler, to whom this prayer was addressed in all kindergartens, once said: "I shall eradicate the thousands of years of human domestication. I want to see again in the eyes of youth the gleam of the beast of prey. A youth will grow up before which the world will shrink."

THE document from which we have quoted includes a chapter entitled "Education—the Neglected Weapon". We cannot help feeling that the use of the word "weapon" is a mistake. A weapon is presumably an instrument for attack or defence, and it was certainly so understood by the Germans and the Japanese. Education was probably the most effective of their weapons. The Japanese, for example, achieved 99 per cent. literacy in a continent where reading and writing had been a skill known only to the scholar, the administrator, and the merchant. This achievement of literacy was designed to give the Japanese the empire of the world, and it was supervised by the Japanese Bureau of Thought Control (closed by General MacArthur in October, 1945) to ensure that it should be used to no other end. The Germans went farther. They educated the *herrenvolk* for conquest; they denied education to the conquered in order to maintain their rule. Thus higher education was absolutely denied to Poland and Czechoslovakia, designated as "slave-states", and severely restricted in all occupied countries. Teachers were harassed; many were done to death in concentration camps. This would have been our lot, if the Battle of Britain had not been won. The Gestapo Black List of 2,300 "wanted" men (who presumably were to have been "shot at sight") began with the officials of Oxford, London, and Bristol Universities.

Is Education a Weapon?

* *Learning about Education and the Peace.* (10 cents. National Education Association of the United States and the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D.C.)

IF education is to be regarded as a "weapon", it will surely break in our hands. We cannot find the teachers for our own schools; how can we find them for German and Japanese schools? Assuming that we confine ourselves to administration and inspection, can we really find the administrators and inspectors? Assuming that we rewrite the text-books, how can we assure ourselves that the teachers will interpret the written word of the text-book in such a way as to serve the ends of peace? Teaching involves a certain relation of confidence between teacher and taught, and that is a relationship hitherto unknown between victor and vanquished, and certainly not to be established by the rewriting of text-books in such a way as to illustrate the age-long guilt of the vanquished. Two questions demand consideration at the present time. Is our policy to be the establishment of an Anglo-American Bureau of Thought Control for Western Germany? And, if so, is this Education?

The Futility of Indoctrination

IN a debate in the House of Commons on October 16 on a vote of £4,168,000 for the Ministry of Education, there was a passage of arms between the old and the new Minister of Education on the subject of direct-grant schools. Miss Wilkinson said that, while she was prepared to consider applications for direct-grant status from schools of old tradition and high standards of teaching as well as from various other schools which had claims for special consideration, she saw no reason why many other schools which had made such application should not remain or become free secondary schools under the local education authority. Mr. Butler was shocked by this statement. When he was Minister of Education he had given to deputations from the schools certain undertakings by which he stood. Miss Wilkinson, he said, was obsessed with the idea of free education. Her policy would create a gulf between one kind of school and another. It contained the seeds of social disruption, and the Opposition would not be content to let the matter rest there. We hope to deal with this incident in "Notes and Comments" in our next issue.

Direct-grant Schools

CHANGE OF ADDRESS AND PRICE

The address of the Editorial Office of THE JOURNAL OF EDUCATION is now Amen House, Warwick Square, London, E.C.4 (Tel. City 7701). Communications relating to advertisements should be sent to the Advertisement Manager at this address and not to Press Road, Neasden. Orders and other business correspondence should be addressed, as hitherto, to 40 Walton Crescent, Oxford.

The Publishers regret that, owing to increased costs, they are compelled to raise the price of THE JOURNAL from January 1, 1946. The charge for a yearly subscription will be 15s., post free, and for a single copy 1s. 6d., postage 2d. The new price will not apply to subscriptions already paid, but will take effect on renewals.

Digitized by Google

THE RAISING OF THE SCHOOL AGE

IN the September number of *The Journal* we referred to the difficulties which faced the new Ministry of Education, particularly in regard to the Order prescribing that the school-leaving age was to be raised to 15 on April 1, 1947, unless an Amending Order was issued further postponing the date. We added that we were sure that under the forceful leadership of Miss Wilkinson and Mr. Arthur Jenkins the Ministry would face these and their other tasks with a resolute determination that the provisions of the Education Act shall be implemented to the fullest possible extent and in the shortest possible space of time. The new Minister has now stated that her guiding aims will be: (1) to implement the Education Act, 1944, as quickly as possible; (2) to increase and improve technical education as an urgent contribution to reconversion and the expansion of our export trade; (3) to see that no child is debarred by lack of means from taking a course of education for which he or she is qualified; (4) to secure that full effect is given to the provisions in the Regulations that admission to all grant-aided schools is made on the basis of merit; (5) to improve and extend the training of teachers; (6) to examine the content of education in schools and to give guidance for its improvement and development.

The full effect of raising the school-leaving age in April, 1947, will not be felt in the schools until September, 1948, and the Minister, being unwilling to postpone this reform longer than is absolutely necessary, and believing that, if strenuous and sustained efforts are made, the necessary teachers and accommodation should be ready by that date, has decided not to issue an Amending Order to delay the raising of the age to 15 beyond April 1, 1947. She recognizes that conditions in the schools cannot be wholly satisfactory by September, 1948. A large number of schools (according to the Chairman of the War Damage Commission the figure is 8,323) have been damaged more or less seriously, and some 20,000 teachers have been or are still in the Services. There will be barely enough teachers, accommodation will be short, and classes will mostly be no smaller than at present, but, if we wait until conditions are perfect, we shall wait indefinitely. Improvements must be continuous after September, 1948, in order to make good outstanding shortages.

In the meantime, action has been taken to lift the special limitations on educational building in London and the South-east. Local education authorities have been informed that the limitation on the purchase of sites to those required to meet urgent needs during the first two years after the end of the war in Europe has been withdrawn. Nevertheless, it is clear that the additional accommodation needed will have to be provided in the form of prefabricated huts which will generally have to be erected either on playgrounds or on other sites already in the possession of the school authorities. In order to accelerate the planning and provision of temporary accommodation and to eliminate so far as possible the need for official sanctions, arrangements have been made whereby the Ministry of Works will be prepared to undertake for local education authorities the provision and erection of prefabricated huts. This will make it possible to provide for the manufacture of the huts and their erection in the various areas in accordance with a clearly defined programme and a systematic balanced plan. Under these arrangements, the Ministry of Works will be ready to provide and erect the necessary huts in consideration of an annual payment by the local education authority amounting to 8 per cent. of the total cost of the hut and of the works, including the preparation of the site necessary for its erection. This annual payment will, of course, be recognized for grant under the Ministry's Grant Regulations No. 1 and will cease to be payable as soon as the use of the hut is discontinued.

The number of children in England and Wales who will get an extra year's schooling when the age is raised is estimated to be 390,000. The teacher requirement for these children is estimated at about 13,000 on the basis of the present average ratio of one teacher to 30 children. Permanent training colleges are being extended, but they will be able to cover only normal annual wastage. Teachers returning from the Forces, who are likely to number about 20,000, will be needed to replace abnormal wastage, *e.g.* the departure of teachers already over retiring age and some married women. If the number of teachers returning from the Forces is insufficient for this purpose, provision will have to be made to meet the deficit. Additional teachers required to increase the teacher force sufficiently to enable the school-leaving age to be raised to 15 will have to come from the Emergency Training Scheme, which provides a one-year course. The Ministry think that there is a reasonable hope that by the end of January, 1946, twenty emergency training colleges will be at work and that by the early months of 1947 they will produce some 3,500 teachers. They think that another twenty colleges should be opened during the year 1946, and, if this is so, the total output should pass the 13,000 mark by the middle of 1948.

It will become the duty of local education authorities to establish and maintain County Colleges not later than three years after the raising of the school-leaving age to 15, *i.e.* not later than April 1, 1950. The provision of compulsory education for young people between 15 and 18 for the equivalent of one day a week will entail a substantial building programme and will require the services of about 20,000 teachers. If the full fruits of raising the school-leaving age and of reorganization are to be gathered, the size of classes must be reduced to 40 (primary) and 30 (secondary) as soon as possible. The completion of this process will require about 20,000 additional teachers and in general it can be accomplished satisfactorily only on the basis of the permanent buildings for which the authorities' development plans will provide. As soon as opportunity offers, authorities should get on with the business of reducing the size of classes to the fullest extent compatible with their statutory duty to establish County Colleges. Raising the school-leaving age to 16 clearly cannot be contemplated until the size of classes has been generally reduced. It is therefore impossible to set any date for this reform.

We are sure that Miss Wilkinson's decision will, despite any misgivings, be loyally accepted by both school authorities and teachers. Evacuation has taught us not to be dismayed by defective accommodation and lack of teaching strength. We have learned to improvise successfully without abandoning our ideals. We are confident that the strenuous and sustained efforts from both school authorities and teachers for which Miss Wilkinson calls will be forthcoming, and that, despite the difficulties, the raising of the school-leaving age on April 1, 1947, will mark the beginning of a new era in English education.

Digitized by Google

EDUCATIVE VALUES AND SECONDARY SCHOOL CURRICULA

By A. PINSENT, Senior Lecturer, Department of Education, University College of Wales, Aberystwyth

THE human mind has a peculiar, even paradoxical, characteristic. It seems to be incapable of apprehending new problems or of planning new conditions except in terms of its customary imagery and established habits. For example, we invariably begin to fight not the present war but the one before the last. If change is slow and regular, no great harm is done. On the other hand, if change is critical and rapid, a conflict develops inevitably between the new conditions and the old habits.

We have arrived at a critical phase in our educational history. According to the new Education Act (1944), *all* children over the age of 11 years will be directed compulsorily into secondary education. That means, of course, all children down to the intellectual level of the just-not-certifiably feeble-minded! Hence, bearing in mind the peculiarity of the human mind already noted, which peculiarity is shared by educational theorists as well as members of education committees, it is pertinent to ask in what kind of imagery will our reformed secondary-school system be envisaged and planned.

The problem is acute on account of the traditional social-class structure of the educational system, and of secondary education in particular, in England. Twice within recent history opportunities for educational reform have occurred, in 1870 and 1902; and in both cases the actual reforms which emerged were no more than rather faint copies of older institutions. In 1902, for example, the new secondary education was envisaged by the people in charge of policy in terms of values and curricula represented by the old grammar schools and the ancient universities, which had been developed for social and intellectual conditions quite other than those for which the 1902 reform was needed. The results of that 'reform' have been described with engaging candour in chapter two of the Norwood Report.* Must we make the same blunders again?

That the danger exists is clearly apparent. The Norwood Report itself is a sufficient indication. In spite of the summarized criticisms of the present secondary system we have already noted, we read in the introduction (page viii) the following profession of faith:

"We have no sympathy, therefore, with a theory of education which presupposes that its aim can be dictated by the provisional findings of special sciences, whether biological, psychological, or sociological; that the function of education is to fit pupils to determine their outlook and conduct according to the changing needs and changing standards of the day. We agree wholeheartedly that scientific planning and scientific method can do much to help in the realization of the 'good life' . . . But our belief is that education from its own nature must be ultimately concerned with values which are independent of time or particular environment though realizable under changing forms in both. . . ."

This verbal credo as it stands may be quite unexceptionable. Its real significance, however, lies in its interpretation, and that interpretation can be made only in terms of the imagery and emotional attitudes of the people who interpret it; and, in 1945, the people who have the main responsibility for interpretation and policy have the same kind of imagery and attitudes as had their counterparts in 1902. There are already indications that the supposedly reformed secondary-school system will be the old institutions with a new set of labels. Of course, it is possible to argue, on the basis of the eternal and changeless values postulated by the Norwood credo, that this result is exactly as it should be. In view, however, of the critical chapter already mentioned in the same Report it seems very desirable to look into this question of educational values, in relation to social and economic change, somewhat more closely.

Whatever may be our views concerning the reality or the nature of ultimate educational values, it seems obvious that they can be made manifest in particular pupils only through the medium of the educative process, and that consists, mainly, so far as the schools are concerned, of curriculum, school organization, and teaching methods. Perhaps the most important of these three in the immediate future will be the curriculum. Suppose we consider this more particularly.

It would be foolish to deny that school studies may embody aesthetic, intellectual, and moral values as well as directly utilitarian advantages, and that some studies are more effective than others for the purpose of encouraging their realization. So much, I believe, is demonstrable. This does not, however, imply the too-often-unstated assumption that the values in question can be realized *only* by the pursuit of certain conventional studies — for example, the grammar, mathematics, or poetry of some special historical period, irrespective of the prevailing economic and social conditions; of the intellectual and temperamental endowments of individual pupils; and of the methods by which the subject-matter is taught and learned. This is the tacit assumption which has bedevilled the reform of secondary education in this country, and it is in this assumption that we can see most clearly the influence of customary imagery and conventional attitudes. I must not be understood to assert that this is the interpretation which members of the Norwood Committee would put upon their credo. What I do assert is that this interpretation has, in fact, been put upon it (or its various historical equivalents) by some educationists with the disastrous results so succinctly presented in the Report itself.

In spite of the animadversions upon the special sciences, including sociology, in the credo, it is, I think, impossible to understand educational history and policy unless we keep sociological considerations in mind. We seldom hear about the educative value of any study until it ceases to serve the practical everyday needs for which it was, in the first place, introduced. The most immediately influential factors which determine a curriculum are the contemporary economic and social needs of dominant classes in the community. Arguments about educative values usually serve to justify either the retention of old subject-matter, or a change to new studies already completed or in process of happening for reasons quite other than purely educative. One must have been a schoolmaster in order to realize adequately what pressure is exerted directly and indirectly upon school work by the prevailing demands in the labour

* "Secondary Education as It Is." See particularly page 10.

Digitized by Google

market for mental and manual skills, by parents' desires and anxieties, and by the pupils' own aspirations for the future. (This latter pressure is too often ignored by well-intentioned amateurs who legislate for the good of youth.) Whatever else it may be in addition, schooling is, and probably always will be, a means of " getting on in life ". It has an immediate cash value, or, in the case of the public schools, and very select young ladies' academies, a prestige value easily negotiable for cash, or social and political privilege and preferment, or status in the marriage market. Only very wealthy parents can afford to allow their children a completely ' liberal ' education.

It seems to me that these utilitarian determinants must be a permanent factor in curriculum selection, and, so long as they are not the sole criterion of value, it is difficult to see any reason for refusing to consider, without prejudice, their possible share in the *educative* value of schooling. One desirable aim in education must be to enable pupils to act effectively in their present and probable future environment. This is not equivalent to saying that children should be trained to *identify* themselves with their immediate surroundings. Acting effectively includes working for improvements, and this implies standards of value. But, unless any individual is able to act with adequate effectiveness, the inevitable result is conflict, frustration, and in some cases permanent injury to the developing personality. It seems legitimate, therefore, to demand that any curriculum shall help to unify the personal aspirations and practical opportunities of the pupils, particularly at the post-primary stages of schooling. It has been noted time and again, sometimes with astonishment by people who have undertaken the work of preliminary training in various cadet corps, that boys and girls actually *want* to learn even mathematics. It is not that mathematics, or tying knots, or map-reading are, intrinsically, any more enchanting in the cadet headquarters than in school. The reason is that they are more clearly related there to certain work and status desired by the pupils. It is quite clear to anybody acquainted at first hand with the majority of the pupils who will attend our reformed secondary schools that, if their studies are not clearly related to their needs and aspirations, then boredom, evasion, contempt for school-work, and even active resistance will follow. Thus, instead of integrating, the school-work will divide and weaken personality and character, a result which will more than offset any special intrinsic educative value the work may, on abstract philosophical principles, be supposed to have.

Obviously, we want the thousands of adolescents, who will now be directed for the first time in our history into secondary education, to be educated people as well as skilled artisans. But, must we teach everybody meagre scraps of text-book mathematics, Latin, French, or theoretical science before they can be regarded as properly educated ? Is it not possible that many adolescent pupils can achieve a satisfactory degree of intellectual, artistic, and moral cultivation by means of activities other than the traditional grind of the old grammar schools ? Unless we face and solve this problem our proposed multilateral or comprehensive high schools will be little more than an educational (or political) stunt.

We need to remind ourselves continually in this critical period of educational readjustment that our traditional English grammar schools are the natural product of a rather exclusive caste system organized on a political-social-eugenic rather than intellectual-technical foundation ; and that their curriculum has been adapted, in reality, not to theoretical educative values, but to the needs and aspirations of a class of governors and of their ecclesiastical and secular professional assistants working in a historical setting, with its characteristic forms and assumptions of government, which cannot be completely and absolutely true and final. And this consideration brings me back again to the peculiarity of the human mind which I noted in the first paragraph. The people mainly responsible for the policy of the new school system are for the most part recruited from the old tradition, and they tend to cling, rather tenaciously, to the types of organization and subject-matter upon which they themselves have been reared, because this material has supplied their customary imagery and conditioned their emotional attitudes. It is not necessary to impute perversity or self-interest. Indeed, for the most part it would be incorrect to do so. The truth is we have to take account of certain biological, psychological, and sociological factors which, in spite of the Norwood Committee, do determine the aims of the educative process, in theory as well as in practice.

My purpose here is not to question the possibility that certain studies have educative values ; or, in other words, that they produce in the pupils intellectual, aesthetic, and moral qualities. My purpose is to question the tacit assumption that these values can be realized in every pupil without reference to the individual learner's aptitudes, aspirations, and needs, and of the ways in which the subject-matter is taught. No subject is likely to produce its potential educative value—whatever that may be—unless it engages the interest and zeal of the learners. It is too frequently forgotten that one powerful stimulant of interest and zeal is the confidence induced by successful mastery. Mastery, however, depends on aptitude as well as on effort, and it has been shown beyond question by controlled tests, as well as by common observation, that pupils differ in the quality and degree of their intellectual and temperamental aptitudes as widely as they do in their physical characteristics. It is doubtful whether any subject can be educationally valuable for a pupil who is intellectually incapable of at least a minimum degree of mastery. On the other hand, a subject which has been thoroughly mastered may produce worth-while educative effects in a pupil's development, particularly in its character aspects, even though that subject-matter may seem to the accomplished academic scholar to be lacking in formal intellectual components. We have attributed, I think, far too much educative importance to difficulty as such, and far too little to effective mastery. Difficulty is relative to the individual pupil's powers and its real educative importance will be found in ultimate success and the resulting confidence rather than in mere effort, no matter how intense. Effort without the reward of mastery produces boredom and frustration, neither of which is a mark of a good education or of a cultivated personality.

Hence, in our reformed secondary-school system, while we should be concerned to sustain the austerity of the grammar-school discipline *for those boys and girls who are capable of its mastery*, at the same time we should be ready to consider seriously the claims for places in our reorganized secondary curricula of such subject-matter and exercises as art and craft-work ; domestic science ; home economics ; hygiene and nutrition ; geography-history-civics presented in the form of current affairs ; social studies (for example, surveys of the local region) ; house and town planning ; rural lore ; elementary mechanical technology. Moreover, it is demonstrable that the

Digitized by Google

necessary arts of speech, reading, and writing can be developed, in the case of many of the less intellectual pupils, much more easily and efficiently through the medium of practical studies of the kind suggested than through formal instruction no matter how severe.

If these studies do find their proper place in the secondary curriculum we shall, of course, need teachers who can teach them as efficiently as the really competent sixth-form master can teach Latin, or mathematics, *and teach them with the same conviction of their educational respectability*. This raises problems which some of the more progressive training colleges have begun to consider seriously, but which have, as yet, scarcely disturbed the academic serenity of some universities and university training departments; but that, and the McNair Report, are another story.

THE FORM-MASTER

By J. M. McNEILL, M.A., Assistant Master at Tonbridge School

THE suggestion in the Norwood Report that the form-master should be reinstated has met with much vigorous criticism. The general line followed by the critics is that the form-master is obsolete, that results show he is inefficient, and that, in the light of modern educational theory, such suggestion is reactionary and wilfully blind. All the specialists, whose subjects are ruined by the incapacity of this jack-of-all-trades, have with unexampled unanimity abandoned their quarrels and are united in resisting his clumsy and ignorant inefficiency. He does not know his subject, he has not been trained in it, he cannot keep abreast of it, he cannot teach it.

The remarkable feature of this attack is that it should be delivered in the name of modern educational theory, for it completely and almost contemptuously ignores one half of the process of education—the pupil. If there is one lesson on which modern psychologists of all schools do agree, it is the importance of treating the child as an individual. *How* he is to be treated is the debatable point, but that he must be studied, and his individuality understood and respected, is accepted in our educational gospel. The old-fashioned methods of cramming information into supposedly identical containers are discredited, but some of the new schools of teaching produce enlightened theories, just as rigid, just as standardized, and just as 'inspired': certain novel methods of presentation are laid down as infallible guides to success if followed conscientiously and in detail. We are very grateful to those responsible for the life, vigour, and reality of these new ways, as contrasted with the old, but we shall be sadly disillusioned if we adopt them without consideration and study of the pupils to whom they are to be applied. It is, I insist, as important, for a teacher of lower and middle forms, that he should know his pupils as that he should know his subject and his methods.

The specialist is an invaluable member of a school staff, but a staff composed entirely of specialists would be a disaster. His main interest lies in educational method and necessarily he over-estimates the value of method. It is very important that he should, for he compels his colleagues, who are inclined to be smugly satisfied with 'well-tried' and 'established' methods, to be less idle mentally, and more ready to experiment. The specialist must leaven the lump, but too much leaven will not mean successful baking. It is essential, however, that he be given scope and control; the head of a department must be a specialist and should really control the general method as well as the curriculum of his subject. I do not mean that all details of teaching must be rigid, but that a child must pass easily from one form to another with no break in continuity of thought, a break induced too often only by the idiosyncrasy of one teacher, whose methods clash with the general scheme of instruction. A genuine individualist need not be cramped in his teaching method, but there must be general control of method or at the very least an insistence on method. I shall return to this relationship of specialist and form-master later, and now turn to the other side of the picture.

In an ordinary middle-school form the curriculum probably allows for eight to ten periods a week for the teaching of English, history, and geography. In practice the experience of the history specialist is roughly this. He meets a class of thirty small boys for three periods a week. As invariably happens, some boys are interested, able, and make progress; the majority jog along—their reports will be 'satisfactory on the whole'—and some make no showing whatever. He would be a genius indeed who, from these slight contacts thus made, could diagnose the causes of the failures of this last class. Is the bottom boy idle, slow, dispirited, incapable, bored, or deaf? I insist it is the master's business to try to find out, through his training in educational psychology and his experienced common sense. To go on applying the latest method and to blame the boy for failure to react satisfactorily is no better for master or boy than to beat knowledge into him with a stick. There is an eternal temptation to throw all blame for failure on the pupil: the magic method has been faithfully followed: what more can be done? What must be done by the genuine teacher is an investigation into the cause of that failure. A master who sees a boy in a form of thirty for only three periods a week cannot possibly do this, and, though many members of the form do make progress, the flounderers will continue to flounder. It is not, of course, because the master is a specialist that he fails to understand the boy's difficulties. He may well be a good psychologist as well, but the better he is, the keener will be his sense of frustration when he realizes that the slight contact he has with the boy renders him helpless to give that sympathetic treatment and assistance which it is part of his duty to render. The wide disparity of opinion about the causes underlying a boy's failure which often appears on his termly report, is often—and with reason—a cause for criticism and mistrust of the teaching staff on the part of parents, especially if it is long-continued. In fact, my case is that it is just as important for some master to make it his business to know the boy, as it is to know the methods to be applied in teaching him. This is the clear necessity which so many educationists now ignore. Certainly let us use the most efficient and lively methods, but they must not be applied by rule of thumb.

Digitized by Google

In a boarding school—and this is an advantage often ignored in discussing this type of school—the housemaster's *raison d'être* is to know his boys, but in a day school there is no answer, or rather there is no material collated for the discussion of the answer, to the question, " Why does Jones make no progress in history ? " The fault may of course be in the master's incapacity to teach, but then the failure would be general : we are discussing individual failures. This failure to isolate and study Jones, not as a museum specimen but as a human being, is a serious weakness and needs attention if a school is to do its proper work in making the best out of all the material, good or bad, which it receives. To satisfy this essential demand, the form-master must be retained or reintroduced. He must be a psychologist by training ; he must be interested in pupil at least as much as in method ; and, to acquire this understanding of the boys under his care, he must teach them in more than one subject and for an absolute minimum of six periods a week.

The objection will be, and has been, raised that this type of teacher is an image of perfection and unattainable : I do not for an instant believe it. There are in any school men and women with this ' gift ', or this inclination to put method second to psychological understanding of their pupils. What too often happens is that such teachers lose interest in teaching methods altogether, fall victims to the pleasant atmosphere which they can easily create around them, and degenerate into caricatures of Mr. Chips. It is from this sort of development that the form-master has fallen into such contempt and disrespect. But this is the result of the misuse of an excellent quality and ' *corruptio optimi pessima* '. This ability should be turned into useful channels, and form-master and specialist learn to combine their gifts.

This blend could be begun in educational training courses on these lines. Every teacher must be trained as a specialist in the methods of teaching his own subject—we assume his knowledge of it ; he would also be introduced to the methods of teaching two subsidiary subjects, which he feels he would enjoy teaching to junior forms. He need not go deeply into the reasons that justify the methods : he would simply learn the methods in order to be able to employ them intelligently under the head of that department at his school. If the student feels confidence in the methods of teaching his own subject, he will be the readier to accept instruction on methods in other subjects. For much of the criticism of the form-master is due to two faults in education which are not in his power, to amend : (*a*) he is not allowed to do any specialist or advanced work at all, this being kept jealously in one man's hands ; (*b*) he is not caught young and guided by the experienced specialist at the head of his department. This, as I have said, does not need, and need not mean, dragooning or crushing individuality in the teachers : if the head of the department destroys this, all his brilliant teaching of method will lose half its value : his is not an easy task but one that must be done with sympathy and firmness. A headmaster should be capable of ' spotting ' a good form-master and ensuring that he can exercise his valuable gifts in the middle and lower school, while at the same time teaching his own specialist subject for the greater part of the week. Some nervousness may be felt at the entrusting of ' important work '—always an invidious term—to the hands of a form-master. But, if he is properly trained and has taken a good degree, he must in justice be given a chance to prove himself and not be compelled by lack of teaching opportunity to lose knowledge, interest, and keenness alike. During the present ' emergency ' many a condemned form-master has been perforce dragged out to do specialist work, and has shown a liveliness and a success which astonished both his colleagues and himself.

The form-master who is being attacked by educational opinion to-day is merely a man with poor qualifications, no training and no interest in method : he deserves all the criticism he gets. But in sweeping him away there is a danger that the essential form-master may be obliterated, and he cannot be spared if education is to do its business—to help each pupil to make the best of himself. To give this help the pupil must be studied and understood as an individual : some teachers have this power and must be encouraged to use it, not to the exclusion of their teaching but along with it. We do not want a psychological expert, but what I would dare to call the true form-master given his proper meed of honour.

EDUCATION "IN THE BAG"

AN ACCOUNT OF EDUCATIONAL ACTIVITIES AT OFLAG Va (GERMANY) OCTOBER, 1943–MARCH, 1945

By Lieut. P. M. BURNS, B.A., ex-Education Officer

OFLAG Va consisted of about 1,000 officers and 100 other ranks who had suffered the demoralizing effects of recapture in Italy, and of transport by cattle truck, with the very minimum of kit, to Germany. But within a week or two of arrival all had settled down to the new routine of three roll-calls a day, a lock-up in the early evening (as early as 4.15 in winter), and all the usual features of P.O.W. life. A small education committee was formed, consisting of an executive of two and an advisory committee of about a dozen who represented the faculties. Throughout, the executive followed the policy of regarding education, in its widest sense, as one of the priorities of camp life, second only to escape and health. From their point of view, the prisoners could be divided into three groups. First, there were those who were anxious to study and did so no matter what external conditions were like. A second small minority were averse from any type of academic work and indeed were in danger of " going to seed ". Thirdly, the large majority were quite prepared to settle down to study of some kind if sufficient incentive could be provided. On the basis of this analysis the education officers set out, first, to secure conditions favourable to private study or work under the direction of a tutor ; secondly, to keep the uninterested mentally alert by offering features of general interest ; and

Digitized by Google

thirdly, to run courses in as many subjects as the camp demanded and talent within the camp could supply.

The first and continuous problem was accommodation. Eventually, four rooms were set aside for educational purposes, one being used as a reading-room and three as class-rooms. They measured about 25 ft. by 15 ft. and after further delays were furnished with two long tables and a blackboard, but students had to bring their own stools. Individual living quarters were of the same size, but twelve or fourteen officers had to sleep in three-tiered bunks in these rooms, and, as there were only two small tables provided in each, the facilities for concentrated private study were extremely limited. Educational supplies were practically non-existent. The Germans had an " education liaison officer " on their staff, but he could do very little to help, and even after receiving blackboards several weeks elapsed before he could or would supply chalk. Many teachers used the German issue soap in lieu of chalk, while others used charred wood as charcoal and wrote on old newspapers. As for the students, their greatest need was for writing materials. Note-books were unprocurable and exercise books made of toilet paper were a common sight in the hands of more enterprising class-men in those days.

Such difficulties were overcome to some extent, especially when stocks of materials were received from the Y.M.C.A. and Red Cross Society, and the programme finally got under way. An enrolment day was held at which students requested courses and prospective lecturers offered their services, and, after successfully resisting the ridiculous German demand to censor all lecture notes, the first syllabus and time-table were launched in the autumn of 1943. A few statistics will show the scope of studies. During the eighteen months' captivity at Oflag Va, six terms lasting about twelve weeks each were organized. In all, excluding duplicate classes, eighty-nine different subjects were taught and each course lasted on the average for three and a half terms. In addition, fifteen series of general interest were promoted, ranging from " Pedagogy for Parents " to " Popular Science ", held bi-weekly and averaging ten lectures each. Professional groups banded together and formed societies which numbered twenty in the summer of 1944, though the activity of some of them declined when they had pooled the experience of their members. Besides such official activities, much private study in small groups of three or four was done in the Mess, which accommodated about two hundred students daily.

While at Weinsberg about five hundred examination entries were handled covering at least thirteen groups of subjects, of which languages were about three times more popular than anything else. Indeed, quite a few officers attained proficiency in as many as six languages during their captivity. The invasion of the Continent naturally interfered with the regularity of mail, and many summer examinations had to be cancelled by the examining bodies before the papers reached Germany. However, in a period of about six months, from October, 1944, to March, 1945, seventy-five examinations were taken by 343 candidates involving 1,155 scripts! The education officers invigilated at all examinations and can vouch for the trying conditions under which examinees wrote their papers. In the winter the weather was bitterly cold and fuel stocks were severely limited, so that candidates were forced to write their papers muffled up to the eyes, and some even wore gloves! In the spring our bombers added another disturbing factor and the advisability of using the slit trenches, the desire to see what was going on, and the urge to cheer on our planes all militated against concentration. However, the few results that were received before we were liberated all testified to the successful work that these students had put in.

Statistics such as these might conjure up a picture of smooth-running efficiency and unqualified success which would, unfortunately, be untrue. Many difficulties, both personal and environmental, had to be faced. The administrative problems of the uncertainty of mail, lack of equipment, and poverty of accommodation have already been mentioned. But the whole eighteen months' work must be seen against a background of prison life and all that that entailed. Food shortage was acute only at times, until the end of the period when the German ration amounted to little more than a few potatoes and some *kraut*. The monotonous routine of daily life was in many ways a help to study, but the lack of stimulus provided in normal times by the encouragement of one's kin, change of scene, and definite objectives all told on concentration. Nor did the barbed wire help co-operation at times, and though, on the whole, affairs ran smoothly, it sometimes proved difficult to persuade other interests to look upon education as something conterminous with life and experience! Every one tended to vacillate between boundless optimism and deep depression, and news tended to be an unsettling factor. In particular, apathy proved the worst enemy, summarized succinctly by the phrase " I've had it ", and even the best of courses showed a steep decline in attendance towards its close. Even those engaged actively in organization tended inevitably to plan on short-term policies and to be slowed down by the obvious clash of loyalty between their own studies and the educational needs of the camp.

Conditions were particularly difficult after the liberation of France. With rather premature confidence a series of eight lectures on " What to see in Britain " was launched and received by packed audiences. But this was the swan-song of public interest lectures. As the approach by way of the spoken word seemed played out, an innovation was tried in an attempt to give those who were most unsettled some quasi-educational interest. It was decided to launch a series of " Potted Exhibitions " which would cover subjects of wide appeal using visual methods. The first dealt with " Town and Country Planning " and was devised by the architects. About fifty panels were exhibited covering the history, necessity, and problems of planning, illustrated by original drawings and photographs supplied principally by the R.I.B.A. They were presented in five series and finally re-exhibited as a whole. This project was followed by one on " Bringing Up Children " drawn up by the education officers. Members of the camp lent photographs of their children and they were used together with original cartoons to illustrate, in about fifty wall-sheets, the natural development of the child from birth to adolescence, covering physical, intellectual, emotional, and social aspects, schools and toys, and emphasizing the ways in which parents can assist that development. Three further exhibitions were organized by the Engineering and Agricultural Societies, and dealt with " Water ", " Limestone ", and " Design in Everyday Life ". Their scope was wider than that of previous exhibitions, for not only were a large number of models of clay, wood, and tin constructed, but also many of them were made into

Digitized by Google

projects for engineering students, involving full working drawings and specifications.

Any attempt to summarize the conclusions drawn from this absorbing work would extend this article beyond reasonable limits. Yet nothing would have succeeded without the wonderful help and co-operation of the British Red Cross and the Y.M.C.A., who supplied everything from pencils to a library and gave such unfailing attention to every request. It is no exaggeration to say that, just as the Red Cross Food Parcels enabled us to keep body and soul together, so the gifts of the Educational Books Section maintained us in mental health and vitality, and I hope that this account of the camp's educational activities will testify to the gratitude the whole camp felt towards such organizations.

SPEECH TRAINING DAY BY DAY IN THE PRIMARY SCHOOL

By H. EDITH ROYDEN, L.T.C.L. (Eloc.), M.R.S.T.

THE subject of Speech Training is a fascinating one, and educationists recognize that it is of the utmost importance in the school. To many people, language or the power of speech is such a natural gift that they fail to see how beautiful it may become.

Centuries ago the Greeks and Romans studied the art of oratory and led the world in their endeavours. Many years later, with the advent of the printed word, less emphasis was placed on the spoken word. During recent times, however, through the medium of broadcasting the spoken word has again become of great importance.

Very rightly the Ministry of Education has called attention to this matter and reports that, in the primary school, children should learn to enjoy careful speech and to appreciate the beauty of their language.

It is a truism to say that good speech, like good manners, can be caught rather than taught. Children easily assimilate the speech of those with whom they come in contact. This makes speech training a difficult problem for the teacher, as often what is taught in school is untaught at home and at play.

How can we inculcate interest in this subject so that children may have real pleasure in speaking and listening to their own language ? First, we must aim at training them to become sound-conscious. The day-by-day happenings in the primary school provide countless opportunities for cultivating this art.

But to whom or to what are the children to listen ? First and foremost, to their teachers. Fortunate indeed is the Head who has a staff capable of training the listening ear of their pupils.

In many homes parents encourage their children to listen—perhaps to a bed-time story or to the Children's Hour. But very many children never have a story read to them at home nor are they encouraged to listen to suitable broadcasts.

Then, again, the children can listen to one another. They always enjoy this. In the school morning assembly it is often possible to allow individual children to read a passage—a very successful plan if previous practice has been given to the little readers. Recently, a little girl of 9, at a crowded children's meeting, read a portion of Scripture in a charming manner, and the breathless hush in the building showed the intensity with which her audience listened.

From time to time competitions in class prove a great stimulus to good reading and recitation, especially if the children are allowed to prepare beforehand. They are also good exercises in listening. Where the school has a radio there are ample opportunities for listening to various forms of speech. The earlier in the child's life that speech training can be introduced the better results are obtained.

In a war-time nursery class many of the children, when they first came, would nod their head or speak in monosyllables only. It was most interesting to observe their progress in speech, for almost all soon became able to express themselves happily when displaying a new garment or plaything. It was delightful to hear them saying or singing little rhymes and jingles, and to watch them listening to their teacher reading little poems to them. Those which expressed movement were most enjoyed, but obviously the tiny tots were learning to listen to sounds.

One of the morning exercises in the nursery—the use of the handkerchief—is one that should be taken with the older children also, as it is vitally important in helping the organs of speech to function satisfactorily. Each child is given a clean paper handkerchief and, in using it, learns to keep the air passages free. This good habit, if practised, would prevent much of the adenoidal speech so often found in city children.

The infant group love speech-training time and their workaday activities offer many opportunities for practice. It is a simple matter to teach a correct sound when one is hearing the children read individually. Dramatization is an excellent method, too, for teaching clear, correct speech and for introducing sentence making. Story-telling or reading by the teacher is of paramount value, for the children will thus learn to listen. Undoubtedly, too, they will imitate the teacher, who must therefore be careful in the use of her own voice.

The foundations of correct speech and good English in the school are built during the years which the children spend in the infant school, and the keen teacher will give to this subject as much attention as to the careful formation of letters and sentences in the writing periods.

When the children enter the junior school they should have mastered the art of distinguishing sounds and have learned to listen. They have reached the age when words become alive to them and they should enjoy using them. For example, in learning " They are changing Guards at Buckingham Palace ", the children should feel movement in the words. In addition, they should now learn to modulate their voices and be taught the use of pitch and stress when reading or reciting. The music period is a good ally of speech training with its exercises in breathing, good articulation, and flexibility of the voice.

Most junior children like learning poetry and hearing it read by the teacher, and happily there is no lack of suitable anthologies. It is an interesting and useful exercise to make a class anthology of these poems as the work progresses. This is made more interesting if illustrated by children's drawings.

The more formal English exercises are another channel for improving speech, for here the children are taught to use the most appropriate and pleasing words

Digitized by Google

and phrases. Before writing they should be encouraged to try whether the words sound well-balanced and pleasant. The children must be trained to do this silently and the habit thus formed will be most helpful to them later.

Many lessons give incidental opportunities for practice in careful speech. Frequently, during the domestic science period, children are given instruction how to set a table and how to behave during meal-times. It is simple to teach, in addition, the way to receive a guest and how to wish him good-bye. Training in the use of the telephone can also be a very useful speech-training exercise.

During the last year in the primary school it is useful to check the children's vowel sounds and to give further exercises on the production of consonants. By this time in their school life their vocabulary will be larger and most probably, if they have received good training in the younger classes, the children will show real interest in speech. A few lessons on the simple outline of the growth of English from early times would further stimulate their interest.

Making sentences or jingles containing the sounds which are being practised form an enjoyable exercise and a useful addition to the many helpful collections now published.

For teaching control and correct pitch of the voice much practice is essential and may be had through play-reading. This lesson is usually much enjoyed. Play-acting and simple debates also afford many opportunities for dignified speech culture.

CORRESPONDENCE

THE COLLEGIATE SYSTEM

SIR,—In your October issue, while urging the wider provision of residential facilities for students, you state: "It is to-day a question of giving to the student good accommodation and edible food which large-scale organization alone can provide at a reasonable price."

This is true, but it is surely only a very small part of the truth. I should say that much the most important benefit of the collegiate system is the general community life provided, and I should put the actual provision of meals as a very small matter compared with the provision of social contacts.

Moreover, you go on to say: "It is much to be desired that a Hall of Residence should provide for the poor student"—and this, apparently, is to be an argument against any "attempt to make the Hall of Residence as attractive as a club". Surely we can make the Hall of Residence attractive, and at the same time increase the grants made to students so that they would no longer be too poor to take advantage of the amenities.

CYRIL BIBBY.

69 Manor Road,
Chipping Barnet, Hertfordshire.

[Mr. Bibby has omitted the second part of a sentence. We wrote: "It is much to be desired that a Hall of Residence should provide for the poor student, *and therefore should be so endowed as to make his residence possible*" (our italics). Is there much difference between this proposal and Mr. Bibby's plea for "increased grants to students"?—ED.]

PARITY OF CONDITIONS?

SIR,—Mr. Unmack seems annoyed that the State should aim at "parity of conditions" for the new secondary schools. His letter does not explain why.

I do not know the 'conditions' in Mr. Unmack's school—King's College, Taunton; but I would like to tell him some of the conditions in my own school which will be one of the 'new' secondary schools when you print this letter.

1. It now houses about 1,200 children aged 5 to 14. The twenty-eight class-rooms are full, and there is one class in the school hall.

2. The 11 plus children of this district will form the 'new' secondary school at the end of October. The roll will be over 500.

3. The building is a very old one, which was due to be pulled down and rebuilt in 1939. For obvious reasons it will continue to function as a school for many years, although it is given the name of 'new' secondary school. The outside is now crumbling in parts, and looks rather forbidding and uncared for.

4. The inside was arranged for education in the seventies: one hall for all departments, no gymnasium, no changing rooms, no hot water, the lavatories are in the playground—even the male staff lavatory is there, the washing facilities are very meagre.

5. The walls, ceilings, and paint-work inside have not been redecorated for about twenty years. Consequently, the class-rooms have a dingy and dirty appearance, which only complete redecorating could improve.

6. The school is lit by gas, and in winter the hot-water apparatus usually does not heat the school sufficiently. There are no arrangements for drying wet clothes; the children have to sit in them.

7. In the 'new' secondary school department the class-rooms on the ground floor are dark and are flanked by dark, narrow corridors with stone floors. The class-rooms are the same type exactly as those of the infant school housed in the other half of the building.

8. Each teacher is expected to take at least forty children per class. Staffing seldom allows half classes for such lessons as needlework, science, or swimming. One hour per week per teacher for 'marking' is considered a luxury.

9. The one fair-sized hall is used by 1,200 children for singing, P.E., dramatics, assemblies, &c. At the morning assemblies the children have to stand or sit on the floor, as no seats are available (or could be used in a hall that has to serve so many purposes). Each day about 450 children feed in this hall—in two batches. For this purpose collapsible tables have to be erected before the meal and dismantled afterwards, in order that the hall may be used for the school's normal work.

10. The children queue for their dinners in the narrow, dark, and draughty corridor, and take their plates to and from the tables and serving-room.

11. The infants' school, housed in the same building, use the same lavatories and playground as the adolescent girls of the 'new' secondary school. The

Digitized by Google

infant boys use the same lavatories as the adolescent boys. All these lavatories are in the playgrounds, and each has little privacy.

12. There are no locker desks in any class-rooms. Owing to the war, furniture is old, apparatus almost non-existent, books—owing to the paper shortage—are dog-eared, and are difficult to replace.

13. At the beginning of the war the apparatus and tools of the metal-work room were dismantled and collected. The domestic-science room for the girls was also dismantled. These two rooms are now ordinary class-rooms; and there is no metal-work for the boys or domestic science for the girls. (But I hope to be able to provide eighty girls with the latter in the near future—at other schools.)

14. There is now no science room and no science apparatus; there are no rooms that are specially equipped for any part of the curriculum.

15. For swimming, the few children that can be catered for have to walk a mile and then travel almost two miles by trolley-bus, in order to get to the swimming baths. The result is that, in one of the periods, almost a whole session is used up to give the children half an hour in the water. I feel that I should surrender this privilege next term.

16. Organized games occur in the local park, but, since the war, only 'dry' playgrounds have been available there. Never a game of cricket or football *on grass*!

17. Work in the London service during six years of war added to conditions such as the above have been a great strain on the teachers, with consequent reactions on the children, many of whom are educational 'war victims', through no fault of the teachers who have taught them in reception areas and in London.

18. Clerical assistance has just been given to me. I have two hours daily for a school of about 550 children.

I must add that, in spite of the physical conditions, the school has a good tradition in work, sport, and in the things of the Spirit. The boys were the Southern Counties swimming champions for 1938 and 1939. Our old boys have gained many distinctions in the war and in civic affairs.

I wonder what the conditions are in King's College, Taunton! If they are as bad as or worse than in my school then Mr. Unmack has my sympathy; but, in that case, I find it impossible to think that he would not desire the conditions of his school to be improved to at least the level of other schools. On the other hand, if the conditions in his school are better than those in mine, I cannot understand why he should not praise every effort made to raise the conditions in all schools to at least those of his own. (Merely to change the name "*Senior* School" into "*Secondary* School" serves no useful purpose, and would be an insult to the parents concerned.)

After all, the school building and the physical conditions therein are mainly only a piece of apparatus; and surely, the most efficient apparatus should be available for the use of every one of our children—rich or poor, intelligent or unintelligent, academic or practical. It should be the future citizen's birthright. All our children will have equal civic rights when they are adults, and they should have equality of opportunity when they are children.

Only when there is an approach to reasonable "parity of conditions", and when the skilled teachers for the various types of work are available, can each child hope to receive the best possible education according to "age, aptitude, and ability". And this is all I understand to be meant by the phrase "equality of opportunity".

E. C. T. HORNIBLOW,
The Wordsworth Senior School, Headmaster.
Stoke Newington, N. 16.

SCOTLAND, WALES, AND NORTHERN IRELAND

THE NEEDS OF YOUTH IN THESE TIMES

THIS is the title of a report of the Scottish Youth Advisory Committee, recently submitted to the Secretary of State in partial fulfilment of the terms of a broad remit of which the two items here dealt with are to inquire into and make recommendations regarding (*a*) the needs of youth and how far they are met by existing agencies, and (*b*) the influences leading to a sound development of character and to the prevention of anti-social conduct and juvenile delinquency.

The Committee, under the chairmanship of Lord Reith, has still a great deal of work before it, and the present report claims to be no more than a background of reference that may provide "a framework within which any future committee, or any organization or body of investigators, interested in the problems of youth, may be able to work, to fill in and develop many points of detail and to formulate specific proposals and experiments". The report is avowedly "an attempt to survey from the widest angle the whole potentialities of youth, the influences affecting it, and the means by which its potentialities may be developed and guided along sound lines".

The report derives its value and its usefulness from the fact that it is a unique document in that, for the first time, the attempt is made to survey in one broad, comprehensive sweep the whole period of transition from childhood to manhood, in respect of its needs and possibilities, as an integrated process of human development. Thus, in the opening chapter, the period of adolescence is analysed into four stages comprising the years immediately before and after puberty, the years between 14 and 16, the years between 16 and 18, and lastly the 'filling-out' stage when adolescence ends and adulthood begins. The characteristic features of each stage are described in turn, and the needs and possibilities of each suggested. Then follows an examination of certain aspects in which the needs of youth have not been met and the inevitable consequences of such neglect. The ground having been thus prepared, the Committee brace themselves to the task of real constructive effort in calling for a full equipment for adult living, "what every young person should become, know, enjoy, and experience as a preparation for adult living in the world of to-day". Courageously they describe an equipment which they believe to be necessary "in its entirety to all young people", the items of which fall into three groups: (1) rights of human entitlement such as health, (2) rights of heritage and the application of the gathered wisdom of the people, and (3) rights of the spirit which include moral and spiritual attitudes, outlooks, and values.

(*Continued on page 536*)

Digitized by Google

BLACKIE

Book II now ready

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. Book I, 3s. Book II, 3s. Book III in preparation.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

Book I is intended for pupils of 11 or 12, and Book II for pupils of 12 or 13. In both books the grammar lessons comprehend only the broadest outlines.

THE MINSTER ENGLISH TEXTS

With Exercises by J. C. DENT, M.A., Head Master, Westminster City School.

Each book is provided with two sets of exercises—one on the text in general and the other designed to help more detailed study of selected passages.

Just added

KIDNAPPED. By Robert Louis Stevenson. 2s. 6d.

ADDISON—The De Coverley Papers. 1s. 9d. AUSTIN—Pride and Prejudice. 2s. 6d. BUNYAN—The Pilgrim's Progress. Part I. 2s. DICKENS—A Christmas Carol. 1s. 9d. ELIOT—Silas Marner. 2s. 3d. KINGLAKE—Eothen. 2s. 3d. LAMB—The Adventures of Ulysses. 1s. 9d. MACAULAY—Essay on Clive. 1s. 9d. SWIFT—Gulliver's Travels. Parts I and II. 2s. 3d.

SHAKESPEARE

Blackie's editions of Shakespeare's plays include the following well-known and popular series:

THE WARWICK SHAKESPEARE. 25 plays. 2s. 9d. each.

THE JUNIOR SCHOOL SHAKESPEARE. 17 plays. 1s. 3d. each.

THE SELF-STUDY SHAKESPEARE. 14 plays. 1s. 2d. each.

THE PLAIN-TEXT SHAKESPEARE. 20 plays. 9d. each.

THE NEW GROUNDWORK OF BRITISH HISTORY

(The new "Warner and Marten")

GEORGE TOWNSEND WARNER, M.A.
SIR C. HENRY K. MARTEN, K.C.V.O., M.A.
D. ERSKINE MUIR

The famous "Warner and Marten" completely overhauled. Entirely new narrative from 1830 to 1939. Rest of book revised and rearranged to suit School Certificate needs. New maps, including 16 in colour. Full Notes, Time Charts, Examination Questions at the end of each of the twelve "periods" into which the book is divided. Available in the following forms:

Complete—55 B.C.-A.D. 1939. 11s. Book One—55 B.C.-A.D. 1603. 5s. 6d. Book Two—1603-1939. 6s. 6d. Section Two—1485-1714. 3s. 9d. Section Three—1603-1783. 3s. 6d. Section Four—1688-1939. 5s. 6d. Section Five—1783-1939. 4s. 3d.

Part III, now ready

SCHOOL CERTIFICATE PHYSICS COURSE

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon.), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne.

Part I. HEAT. With 121 diagrams. 3s. 6d.
Part II. MAGNETISM AND ELECTRICITY. With 215 diagrams. 5s.
Part III. LIGHT. With 171 diagrams. 4s.

No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers.

A PUBLIC SCHOOL BIOLOGY

By J. T. HANKINSON, M.A., late Biology Master and Medical Tutor, Stowe School. With 147 diagrams. 6s. Primarily intended for any of the School Certificate Examinations, and in especial for the syllabus of the School Certificate of the Oxford and Cambridge Schools Examination Board.

A SCHOOL CERTIFICATE CHEMISTRY COURSE

By P. T. FREEMAN, M.B.E., B.Sc., Ph.D., F.I.C., Head Master, Peter Symonds' School, Winchester, and J. L. ST. JOHN, B.Sc., Assistant Master, Peter Symonds' School, Winchester. 8 half-tone plates and 77 figures. 5s.

GENERAL SCIENCE

By L. J. M. COLEBY, M.A. (Cantab.), Ph.D., M.Sc. (London), Senior Science Master, County School for Boys, Gillingham, Kent. In two parts. Part I, with 4 half-tone plates and 178 diagrams, 3s. 6d. Part II, with 1 coloured plate, 4 half-tone plates, and 185 diagrams. 5s. 6d. The two parts of this four-year course provide all the General Science needed for School Certificate purposes.

A SCHOOL ALGEBRA

By C. WOIDE GODFREY, M.A. (Cantab.), Head Master of Thetford Grammar School and R. C. B. TAIT, B.Sc. Hons. (London), Royal Liberty School, Romford. A course in Algebra, which covers the School Certificate Syllabus of Elementary Mathematics for all the various examining bodies. The book is divided into four parts, each containing a suggested year's work, and is issued in the following forms.

Complete, 4s. With Answers, 4s. 3d.
Parts I and II (one vol.), 2s. 6d. With Answers, 2s. 9d.
Part III, 2s. With Answers, 2s. 3d.
Parts III and IV (one vol.), 2s. 6d. With answers, 2s. 9d.
Part IV, 2s. With answers, 2s. 3d.

A SCHOOL GEOMETRY

By C. WOIDE GODFREY, M.A. (Cantab.), and R. C. B. TAIT, B.Sc., Hons. (Lond.). With or without Answers. 4s. A course in Geometry leading up to the School Certificate Examination.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

Although the Committee expressly avoid encroaching upon the ground of the Advisory Council, they cannot but take into account the influence of the schools in the preparation of youth, the more so as they regard welfare and guidance as an integral part of the school's proper function. If the school is, as it should be, a miniature society, then it can make its pupils good citizens, not so much by lessons in civics as by the actual practice of citizenship within the young community of which the pupil is a member. And, if the school devoted itself largely to welfare and guidance in community life, it is shown that the essentials of a standard education need not suffer. Rather the reverse, and a child finishing his primary course might well be expected to have " a reasonably healthy and efficient body, a routine of healthy living, an alert mind, some power of independent thought and judgment, a capacity for grappling with problems, some facility in expression, a knowledge of certain basic mathematical processes, a considerable degree of practical ability, and an experience of life in a community ".

A good foundation for adolescent living having been thus established, the Committee make certain recommendations regarding secondary and continued education and the training of young people for work. One point is of special importance, namely, that recognizing the different needs and possibilities of the two stages from 12 to 14 and from 14 to 16 the recommendation is made that all post-primary courses should conform, and that, when the school-leaving age is raised to 16, the period from 12 to 16 should be regarded and planned for not as a single course curriculum but as falling into two parts before and after 14 years of age. Other recommendations in regard to secondary schools imply the establishment of schools of the comprehensive or multilateral type, and the total abolition of school fees. Rightly the Committee regard a young person as a ' learner ' rather than an ' earner ' up to the age of 18, and stress the need for a much closer liaison than exists at present between the local education authorities and the Ministry of Labour in the interests of the future employment of all pupils. Rightly, too, they see the danger that the new centres for compulsory continued education may become schools for vocational and technical instruction, and recommend for them a liberal syllabus of work based on the three themes of society, home, and work, relegating to existing technical colleges and other central institutions the provision of such technical instruction as is required for trades and occupations.

The final chapter of the report on Youth and Society is at once a confession of faith and a brave philosophy of education; but the report in its entirety is of an unusual kind, challenging but sane, idealistic but practical, imaginative and inspiring. It impresses alike by its sincerity and its insight, and it admirably fulfils its purpose as a study of youth ' in the round ', a study which cannot fail to stimulate all who read it to a more active interest and a deeper faith in the youth of to-day.

A REGIONAL LIBRARY BUREAU

A CONFERENCE of Library Authorities was held in the Heriot-Watt College, Edinburgh, on September 26, for the purpose of inaugurating the Regional Library Bureau of Scotland. The following resolution was carried at the conference: " This Conference approves the immediate establishment of the Regional Library Bureau of Scotland in accordance with the Constitution adopted by previous Conferences in 1935 and 1939, and urges that the draft Bill approved at previous Conferences be pressed forward."

ADULT EDUCATION IN WALES

THE publication of the new regulations for Further Education, with its unification of the old ' Further ' and 'Adult ' Education, is raising an important issue in Wales. The Act has imposed upon the local education authorities the duty to provide further education (now including adult education). Many of the counties have been in the habit of delegating most of the work in adult education to the Responsible Bodies (*e.g.* the University College Boards of Extra-Mural Studies, the W.E.A., the National Council of Music), and have hitherto confined their own direct provision to further education in the old sense of the term (*e.g.* evening institutes and vocational classes). Though the responsibility for all forms of further education, in the new sense of the term, has now been laid on the local education authority, there is a movement on foot, based on the recommendations of an admirable survey of adult education in Wales (1940), to organize adult education in Wales on a regional plan. This plan contemplates the formation of four areas, centred upon the four university colleges, with each area under the control of a Joint Board or Regional Committee, composed in approximately equal numbers of representatives of the university colleges, the local education authorities, and of the responsible bodies, and which shall be wholly responsible for adult education within its area.

The Act has now widened and strengthened the responsibility of the local education authority. Though the local education authorities are not in disagreement with the regional idea in this connexion, and are fully appreciative of the prestige which the university colleges give to the movement, and appreciate the experience which the university colleges and the responsible bodies have acquired over a period of years, they feel that in view of the terms of Section 41 of the Act that the representation of local education authorities in the proposed regional committees should be at least equal to that of all other bodies. There are indications that the regional idea has the strong approval of the Ministry, and proposals have already been made to the Federation of Welsh Education Committees through the Welsh Department, which, if implemented, will, as in the case of other recent developments, confine local education authorities to the duty of providing grants to the regional committees, with the doubtful privilege of a minority representation out of accord with their declared responsibility in the matter. In the meantime the responsible bodies themselves are carrying on with each other an internecine war in this field, with an eye to future allocations of prestige and power, within the proposed regional committees.

COUNCIL FOR EDUCATIONAL ADVANCE IN NORTHERN IRELAND

IT has been decided to set up a Council for Educational Advance in Northern Ireland. The decision was reached at a recent meeting organized by the Central Council of Parents' Associations. The chair was taken by N. McNeilly, Esq., B.A., Headmaster of Belfast Model School, and delegates from thirty different organizations were present. All

(*Continued on page 538*)

Digitized by Google

The Teaching of English

This famous series now numbers well over two hundred volumes, and despite wartime difficulties every effort has been made to keep a representative range of titles in stock. The following classifications give some indication of the variety and scope of the series.

Text-books and Reference Books; Stories, Romances and Novels; Play Books and Dramatic Literature; Anthologies and Literary Studies; Travel Literature; Prose Books; Poetry Books; "Approach" Books; Books for Teachers.

The books are clearly printed, and bound in cloth with gilt lettering. As regards both their format and their contents they can, as the *Daily Telegraph* says, "form *the nucleus of a library*". Each volume is edited by an expert in his own field.

The Senior Literature Volumes are now **1s. 9d.** *each*

EXTRACTS FROM SOME OF THE NUMEROUS PRESS NOTICES OF

Principles of Physical Geology

PROFESSOR ARTHUR HOLMES
Regius Professor of Geology, Edinburgh University

"Although intended primarily for the student as an elementary text-book of physical geology, it is sure to make a strong appeal to a wider audience . . . the author has succeeded in presenting the broad facts and principles of Physical Geology from a modern viewpoint . . . an outstanding feature is the wealth of illustrations, photographic plates, diagrams and maps." *Cambridge Review.*

"It collects and presents all the latest aspects and theories . . . an excellent introduction to modern geology." *Aberdeen Press and Journal.*

"Unfolds story of the world in admirably simple language with very numerous illustrations . . . nothing is taken for granted and every new term is accurately and clearly defined." *Dublin Magazine.*

"An operative and up-to-date exposition of the principles underlying the study of one of the most fascinating branches of Natural Science . . . a pleasure to handle and a delight to read." *Scotsman.*

"Dr. Holmes has attempted the difficult task of producing a book which, while serving the needs of students and teachers, will provide attractive and well informative reading for the educated layman. . . . He has been unusually successful. The outstanding features of the book are its readable text and its profuse illustration by clear diagrams and many beautiful photographs. . . . This book will undoubtedly be welcomed by teachers and students of geology and geography, and it should be included in the reference libraries of post-primary schools and training colleges . . . a valuable contribution to education in its widest sense." *Times Educational Supplement.*

Many illustrations. **30s.** net.

"Unique and well worth its price."
BERNARD SHAW, *Observer.*

A History of Medicine

DOUGLAS GUTHRIE, M.D., F.R.C.S., Ed.

"Medical historians are rare, and a warm welcome must be offered to the distinguished surgeon who now puts himself well into the front rank with this volume. It is attractively written, sensibly planned and remarkably well produced."
Times Educational Supplement.

"The most readable work of its kind now available in the English language." *Sunday Times.*

"A comprehensive account of the theory and practice of healing throughout the ages. . . . Delightful to read and full of interest." *Punch.*

Size 8½ × 5½ in. 72 plates. **30s.** net. Reprinting.

Browne & Nolan's Latin Classics

Nelson are now acting as agents for the sale in this country of the well-known Browne & Nolan *Latin Classics*, which have been rebound in attractive green cloth with gilt lettering. These volumes contain a preface, introduction to text and many notes, together with a full vocabulary. Contents of each averages 190 pages. **2s. 6d.** each.

The following books are now available:

Virgil: Aeneid II, and V
Cicero: De Senectute
Caesar: Gallic War I, and II
Horace: Odes III
Livy: XXVI

Further volume available in the near future:

Virgil: Aeneid VI

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

types of teachers were represented, as well as the Belfast Chamber of Trade, the Belfast Council of Social Welfare, the Belfast Co-operative Society, and others. The consensus of opinion was that the setting up of such a Council would serve a useful purpose especially in view of the forthcoming Education Bill in the Northern Ireland Parliament.

The principal tasks of the Council will be to create a strong body of informed public opinion on all educational matters, and to prevent the recurrence of anomalies such as have arisen since the passing of the 1923 Education Act.

EMPIRE AND FOREIGN NEWS

EDUCATION IN GERMANY

MISS WILKINSON left Croydon by air at 11 a.m. on October 2, and returned on October 7. She visited Hamburg, Berlin, München-Gladbach, Düsseldorf, and Buckeburg.

Considerable progress has been made in re-establishing education in the British zone. The work is in the hands of the education branch of the Control Commission which at present consists of 54 officers in the field and another 25 officers at headquarters.

The first task of the education branch was to set up an acceptable and efficient German administration. This task has largely been completed. The second aim was to get the German administrators to open the schools in reasonably tolerable conditions.

At the beginning of the Occupation there were no school buildings available at all, either because they were destroyed or because they were in use for other purposes. Communications did not exist beyond a parish level. Now, in most of the areas, the majority of the schools are open. The percentage of the child population receiving full or part-time schooling varies from 40 per cent.–50 per cent. in Aachen and Köln to 90 per cent.–100 per cent. in Hamburg and Berlin. In Hamburg, two-thirds of the children questioned were getting from two to three hours' schooling a day. Generally speaking, all available elementary schools are working, secondary schools began to open in October, and trade schools are, in most cases, a problem for the future. In some parts of the zone just over half the schools are still requisitioned and in others where progress is slow there is a shortage of acceptable teachers.

Of the Universities, Göttingen is open with 4,000 students, and all the others in the zone should be open by the end of the year with the exception of Münster and Kiel where the buildings have been largely destroyed or damaged. Even in these two cities, however, it is hoped to open the universities on a skeleton basis this winter.

The University Rectors have formed themselves into a permanent Conference. Their first decision was to invite back any professors or lecturers, including Jews, who were deprived of their posts by the Nazis. Thirty thousand applications have been received from prospective students for entry into the five universities in the British zone. It will be possible to accommodate only about 40 per cent. of these.

The third aim of the education branch is to see that education is started on the right lines. Administrators and teachers are being 'vetted' with some care, and, on the whole, good progress is being made. The percentage of teachers who had to be dismissed for their Nazi activities in the areas visited was between 20 per cent. and 40 per cent. In general, the teachers seen created a favourable impression, though the discipline seemed unnecessarily strict for small children.

The shortage of text-books is severe. There are extremely few suitable school books in any subject. Even the readers for the little children were used to put over propaganda. The history and geography text-books issued by the Nazis are unsatisfactory, and even those in use under the Weimar Republic are unacceptable because of their inaccuracy or tendentiousness. German Text-book Committees at a provincial level are being set up to 'vet' existing text-books and to produce new ones where necessary. The final control rests with the British authorities. Shortage of paper is holding up the printing of new text-books, but it has been possible to print a total of 1,000,000 so far for use in the four lower forms of the elementary schools. As an experiment, text-books for the teaching of English to Hamburg children are being written in Basic English.

The 'purge' of university libraries, though decreed by the Nazis, was apparently never carried out freely, and the supply of suitable books for advanced courses may prove not too inadequate.

School broadcasts will help to fill the gap left by the shortage of text-books. Plans are in hand to organize a service for Radio Hamburg, and a School Broadcasts Advisory Committee consisting of Germans is being established.

About 95,000 of the 100,000 children who would normally be in elementary schools in Hamburg are already receiving at least part-time education. A further 14,000 are in secondary schools, all of which have been opened since the beginning of October. There remain some 17,500 who should go to trade or vocational schools. None of these is at present open, but plans are in hand to get them going during the next two or three months. There is a shortage of buildings—40 per cent. of the school premises were blitzed and others are still requisitioned for various uses. All available accommodation seemed to be being used to the maximum, but the buildings were without heating and in many cases were not weather-proof.

Before the war, 4,600 elementary teachers were employed in Hamburg. So far, 2,400 have been approved as suitable and 2,000 of these are actually being employed. Of 1,500 secondary teachers, 800 have been approved and a further 100 are being considered. Two thousand teachers have been given a special refresher course.

It was hoped that the University would be open by the middle of October in spite of the fact that two-thirds of the original buildings have been damaged. In order to make good the shortcomings of the education previously received by some of the new students, an introductory course lasting a year is being established for many of them.

Conditions in Hamburg are hard, but, though many of the children could obviously do with more food, only about 6 per cent. are said to be seriously undernourished. For these a 400 calory meal is provided. A typical meal of this kind consisted of soup with carrot mash and vegetable sausage.

(*Continued on page 540*)

Digitized by Google

A Text Book with a certified circulation of 297,500 copies

A NEW SEQUENCE GEOMETRY FOR SCHOOLS

by

JOHN GRAY, B.Sc.

and

FRANCIS J. SMITH, M.A., B.Sc.

An attempt has been made to meet, as far as possible, the *spirit* of the recommendations suggested in the following memoranda:

(*a*) The I.A.A.M. Report on the Teaching of Geometry.

(*b*) "The Teaching of Geometry in Schools" by the Mathematical Association.

Divisions of the Book:

1. Part I. Introductory Course and Section I — Price **2s. 6d.**
   (The Introductory Course can be obtained separately. Price **1s.**)
2. Part II. Section II (Areas), Section III (Loci), Section IV (Circles) — Price **2s. 6d.**
   (Parts I and II combined. Price **4s.**)
3. Part III. Section V (Rectangles and Squares, etc.) Section VI (Proportion and Similarity) — Price **2s. 6d.**
   (Parts I, II and III combined. Price **5s.**)
   (Parts III and IV combined. Price **4s.**)
4. Part IV. Section VII. (Solid Geometry) — Price **2s. 6d.**
5. Parts I, II, III and IV in one Volume — Price **7s. 6d.**

THE GRANT EDUCATIONAL COMPANY LIMITED

LONDON: 12 CURSITOR STREET, CHANCERY LANE, E.C. 4

Digitized by Google

The educational position in Berlin is dominated by the general conditions prevailing in the city, particularly the lack of food, the shortage of coal, and the extensive damage to buildings. But it has been possible to keep the children off the streets, and in the British zone there are now nearly 30,000 in elementary schools, 5,000 in secondary schools, and nearly 5,000 in continuation schools, all of them receiving full-time education.

It is estimated that about 20 per cent. of the children in the sector are normally absent for various reasons, such as under-nourishment or lack of shoes. Many of the children in school had a waxy pallor and listlessness which were not noticed in Hamburg or the Ruhr. *It is estimated that a number of these children cannot possibly survive the winter under the present conditions in Berlin.*

The German authorities have devised an emergency repair programme, and, if this is completed, there will be available 94,000 weather-proof places for the 300,000 children of school age in the city.

There was a noticeable contrast between the children in Düsseldorf and those in Berlin and even Hamburg. The schools did not seem to have suffered very great damage and, in general, education seemed to be a going concern. In the North Rhine Province, where the damage is rather greater, 1,000 schools are open providing at least part-time education for 410,000 children. Emergency teachers' training courses of one year were being started.

OVERSEA JOURNALS

By L. J. LEWIS, Colonial Department, University of London Institute of Education

United States: Current Legislature

PROPOSED legislature affecting education and teachers at present under consideration in the United States includes 106 Bills and resolutions which reflect the current and post-war problems of education. The increased concern for rural education is emphasized by measures for dealing with the consolidation of rural schools, and the establishment of rural training scholarships in teacher-colleges and rural normal schools. It is not known whether the publication of Myrdal's *An American Dilemma* is in any way responsible for the Bill requiring specific instruction in racial and religious intolerance, but the advocates of the Bill for the enlargement of subject courses required by law to include such instruction will find the exposition of the negro problem as set forth by Myrdal a valuable source-book of material in support of their Bill. The February–March, 1945, numbers of the *Wisconsin Journal of Education* (Wisconsin) supplies a valuable summary of the contents of the Bills introduced to the Senate and the Assembly.

International Aspects

A significant recent development in the field of education for international action is the establishment of a joint Canada–United States Committee on Education, including educationists from both sides of the border and sponsored by leading educational organizations in the two countries. It is the Committee's plan to undertake a series of activities which may strengthen through education the friendship of the United States and Canada. Foremost among the Committee's projected activities is a joint survey, scholarly and professional in character, of what schools and colleges in the United States are teaching about the United States. A second activity is the stimulation of teacher-education in the field of Canada–United States relations. To this end, they propose to make use of such channels as the educational press, the exchange of teachers, and the development of summer workshops where Canadian and United States teachers may study together. The preparation of occasional pamphlets for the use of both teachers and pupils, and the publication of a news-letter dealing with the educational achievements and possibilities for understanding between the two countries, are additional projects which have been considered by the Committee. (*News Bulletin, The Institute of International Education*, March, 1945, New York.)

Teaching Programmes and Activities

The relation of schools and their work to the social life of the community is the subject of a considerable amount of discussion and experiment at the present time. *The Clearing House*, March, 1945 (New York), contains reports on experiments carried out by the project method in Florida, Kentucky, and Vermont, to test to what extent it is possible for school activities to contribute to community interests. In Florida an experiment based upon instructions in housing resulted in a variety of improvements in the homes of children. Dietary deficiencies constitute a public-health problem in Kentucky, and were therefore made the subject of the school's activities. In the Vermont experiment the problem was to find out, if possible, whether a school can improve the general clothing conditions of a community. The study-work programme pursued in the Simon Gratz High School, Philadelphia, in a distributive-trade vocational course, with its combination of school activity and part-time commercial work activity, exhibits the value of a co-operative approach by commercial and educational agencies to the post-primary training of young people. These experiments, carried out under the auspices of the Sloan Foundation, offer interesting suggestions to teachers in this country faced with the extension of curricula in the modern schools. It also suggests the possibilities of a co-operative approach between the teaching profession and other elements of the community (*The Clearing House*, April, 1945, New York). Another approach to the understanding of community life, this time at the adult level, was made at the Wellesby School of Community Affairs—a six-weeks' study of cultural differences in the United States under the direction of Dr. Margaret Mead. Group techniques, industrial and rural community activities were examined in various ways, including a number of new techniques. Amongst these were a recording of a "Neighbourhood Home Festival", Lippit and Zander's Reality Practice of dramatization, and the "Informant Method" of individual presentation of the witness as a representative of his community. This experiment, which is to be repeated this year, suggests methods of community study of particular value to teachers and group leaders. The report of this experiment in *Progressive Education*, February, 1945 (New York), also includes an examination of the principles which govern the conducting of intercultural discussions.

Films as a medium of instruction now have a recognized place in general teaching activities. The greater portion of the Educational News and Editorial Comment of *The School Review*, March, 1945 (Chicago), summarizes early research on class-room films, notes on new publications about films, guides to audio-visual materials, and the building up of learning-activities against the background of passive

(Continued on page 542)

Digitized by Google

SOME WELL-KNOWN SERIES

THE WORLD'S CLASSICS

A series in constant progress, offering in a size adapted for the pocket the most famous works in the English language, with more than a few translations. Many of the volumes contain introductions by the best modern writers. **3s.** net each volume

BACK TO METHUSELAH. A Metabiological Pentateuch. By BERNARD SHAW. Pp. 416.

To mark the publication of the 500th volume of The World's Classics, Mr. Bernard Shaw has agreed to the inclusion of his *Back to Methuselah*. He has done more, for he has written for this occasion a special Postscript, so that the book, in this form, constitutes a new item in the Shavian bibliography. He has also edited the text.

SPECIMENS OF ENGLISH DRAMATIC CRITICISM (XVII—XX Centuries)

Selected and introduced by A. C. WARD. Pp. 320.

This is a book with a special appeal to everyone interested in the theatre. It will fascinate playgoers, and sheds a clearer light upon the course of English dramatic criticism than any single volume hitherto available. It includes comments of those who, like Pepys, were devotees of the stage, as well as formal essays and over-night notices by the professional dramatic critics, from Leigh Hunt to several who are still writing. More than forty authors are represented, including among the moderns Bernard Shaw, Max Beerbohm, C. E. Montague, St. John Ervine, James Agate, Ivor Brown, and Virginia Woolf.

Other volumes in preparation are:

THE PEACE OF THE AUGUSTANS. By George Saintsbury. With an Introduction by Sir Herbert Grierson.

UP FROM SLAVERY. By Booker T. Washington.

NINA BALATKA and **LINDA TRESSEL.** By Anthony Trollope.

And a World's Classics Double Volume. (**5s.** net.)

DEMOCRACY IN AMERICA. By Alexis de Tocqueville. Edited with Introduction by H. S. Commager.

THE HOME UNIVERSITY LIBRARY

Editors: Professor Gilbert Murray, O.M., D.C.L., F.B.A.; Professor G. N. Clark, LL.D., F.B.A.; Sir Henry Tizard, K.C.B., F.R.S. **3s. 6d.** net each volume

HISTORY OF OUR TIME, 1885-1914

New Edition. By G. P. GOOCH, C.H., D.Litt. Pp. 192.

It is impossible to have an accurate appreciation of the catastrophic events of recent years without a background of knowledge such as is here provided of the decades preceding the first World War. Dr. Gooch has thoroughly revised the original text for this new edition.

Other additions include:

STATISTICS. By L. H. C. Tippett; **THE CIVILIZATION OF SPAIN.** By J. B. Trend; **ENGLISH COURTS OF LAW.** By H. G. Hanbury; **AVIATION.** By H. E. Wimperis.

Other Volumes are being revised as opportunity occurs.

THE WORLD TO-DAY

A series of short, illustrated books, designed primarily to give a background of information to topical questions. Each volume is written by an expert who has the gift of presenting his material attractively, and each has a permanent value for reference as well as an immediate interest in the light of current affairs. **3s. 6d.** net each volume

GREECE. By A. W. GOMME. Pp. 140, with 10 pages of illustrations and 3 maps.

Mr. Gomme, as well as being an historian of ancient Greece, has an extensive and intimate knowledge of the Greece of to-day; his travels in the country have covered in space nearly every province and in time thirty years, from 1908 to his last visit in 1938. He has attempted in this book to give a picture of Greece as it was just before the European war broke out, together with a brief account of its past history since it gained its independence just over a hundred years ago, and of the classical and Byzantine traditions which have been important factors in the modern Greek outlook. Mr. Gomme describes the general geography of the country which has throughout its history so largely determined its way of life, as well as the external influences from the rest of Europe which affected it, and he has laid particular emphasis on economic development.

Other Volumes in the series cover the **U.S.A.** (by D. W. Brogan); **SCOTLAND** (by Ian Finlay); **CANADA** (by B. K. Sandwell); **INDIA** (by T. A. Raman); **FRANCE** (by Pierre Maillaud); and **BRITAIN AND THE BRITISH PEOPLE** (by Sir Ernest Barker).

OXFORD UNIVERSITY PRESS

Digitized by Google

entertainment habits. In the same issue a paper examines vocabulary and comprehension difficulties of sound motion pictures and summarizes the implications for teachers. *The Wisconsin Journal of Education*, March, 1945 (Wisconsin), includes a survey of the place of the sound-film in education based upon a pre-view of films on health. The use of such films as introductory material, for presentation of activities not easily demonstrable and for summarizing the results of a study, is demonstrated. Health education with special attention to the place of planned parenthood in sex education is examined in *Progressive Education*, March, 1945 (New York), which makes considerable reference to the work of Mrs. Alva Myrdal in Sweden. The existing situation in the United States in this respect is essentially the same as that in England, and this article brings to the notice of educationists the fact that the Population Commission of Sweden seems to have overcome practical objections to the teaching of sex information in general.

UNION OF SOUTH AFRICA, CAPE PROVINCE: NEW LEGISLATION

In 1937 the "Wilcocks Commission" reported on the position of the Cape coloured population, and drew attention to the sorry plight of coloured education despite the wonderful contribution made by the churches and other missionary agencies to satisfy the hunger coloured people have for education. The Coloured Education Ordinance, 1945, promulgated in July, makes provision for the creation of Coloured Education School Boards to provide adequate facilities to make compulsory school attendance possible for coloured children between the ages of 7 and 14 years, who are resident within three miles of an undenominational public school for coloured pupils. The Ordinance also provides for the appropriation of £100,000 annually for acquisition of ground and for construction of buildings. In introducing the draft Ordinance, the Administrator described it not only as long overdue and an undoubted duty, but as one of the most important draft Ordinances ever introduced into the Provincial Council. At the same time an important education amendment Ordinance was promulgated, making it possible for a teacher with at least six years' experience to be granted leave on quarter salary for a period not exceeding twelve months to pursue an approved course of study. (*The Education Gazette*, August, 1945, Cape Town.)

MOROCCO: EDUCATIONAL REFORM

Plans for educational reform in Morocco include departures from traditional practice of importance not only to Morocco but also to the whole Moslem world. In future, Moroccans may enter Franco-Moslem colleges or the French *lycées* without any formality other than the knowledge and age conditions demanded of European students. In the Moslem colleges traditional and modern studies will be more clearly separated, Arabic and French being given approximate equality of attention, and definite specialized training to equip students for specific openings will be provided. In the Moslem sections, studies will be the same as those pursued in the *lycées*, except that Latin will not be taught. In the *lycées* regular Arabic instruction will receive more attention. At the higher levels the co-ordination of traditional and modern sections will be continued. (*Bulletin of the International Bureau of Education*, Geneva, 4th Qur. 1944.)

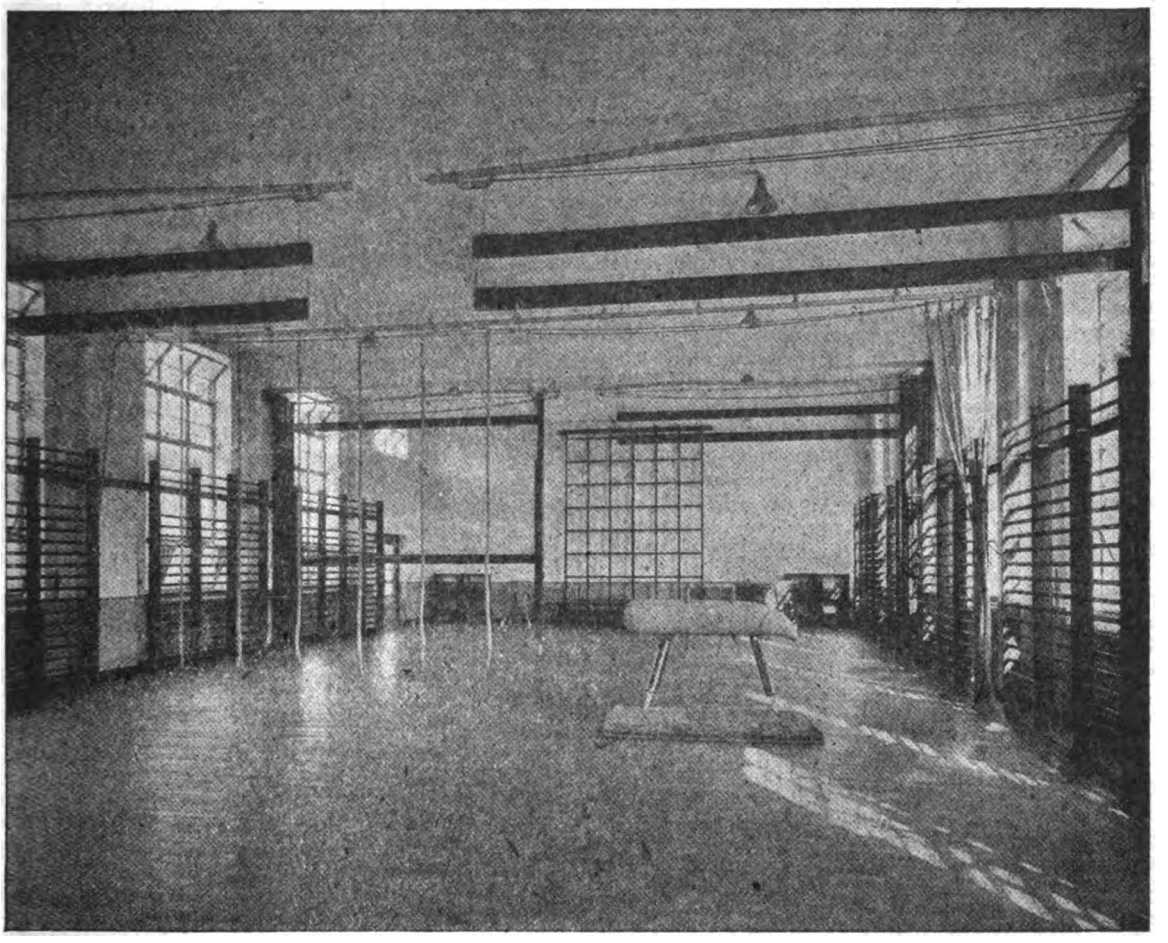
Two special publications of the International Bureau of Education make contributions towards educational reconstruction. No. 84, *The International Bureau of Education and Post-War Educational Reconstruction*, sets forth the tasks which it is peculiarly fitted to undertake. Among these tasks the following are enumerated: aid to educational and scientific libraries, provision of text-books and other school books; foreign teaching staff and the contributing to post-war educational reforms. The financial implications of carrying out the initiatives are recognized, and the Executive of the Management Committee was entrusted with the duty of selecting members to serve on a consultative committee on educational reconstruction. Publication No. 86 contains the *Recommendations of the International Conferences on Public Education*. Voted in conferences between 1934 and 1939, and dealing with eighteen subjects including compulsory schooling and the raising of the school-leaving age, teachers' salaries, the teaching of geography in secondary schools, the recommendations were adopted by mandated representatives of more than forty Governments after the discussion of reports. They, therefore, represent not only the educational desires of school authorities, but also the school possibilities of each country. Their publication at this time should encourage and facilitate educational reconstruction.

EDUCATIONAL MEETINGS

MR. A. L. BINNS, speaking at the Annual Conference of *The British Institute of Adult Education* on the development of further education under the county authority, said that the County Colleges would feed the adult education movement and that the work of further education will depend on what goes on in them. The young people who will go to County Colleges must have their own premises for they will not go back to school premises. It may be possible to provide such places as gymnasia, libraries, and canteens for the use of several different age groups of people using the various educational buildings in an educational community, but the actual instruction should take place in a building used exclusively as the County College. Technical education has its own special problems in rural areas, but the county authority must join with the county borough authority for advanced and more expensive forms of technical education which would be provided in the county borough's area. Mr. Binns expressed as his own private opinion, and not that of the authorities for which he had worked or was working, that there should always be real sharing of control and cost of advanced technical education. Agricultural education also had its own special problems in the rural areas, and he expressed the opinion that the Young Farmers' Clubs would feed adult education in agriculture. He considered that, in the rural areas, non-vocational adult education can best be done by voluntary bodies: the job of the local education authority is to coordinate, assist,

(Continued on page 544)

Digitized by Google



GYMNASIUM EQUIPMENT

For nearly half a century the Educational Supply Association Limited has supplied Gymnastic Apparatus of every kind, from the individual item to a complete School Gymnasium.

All apparatus is manufactured at our Stevenage factory and complies with the standards laid down by the Ministry of Education.

A PART OF THE ESA SCHOOL SERVICE

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.

181 High Holborn, London, W.C.1. *Telephone:* Holborn 9116.
Stevenage, Hertfordshire. *Telephone:* Stevenage 500 ★ 101 Wellington Street, Glasgow, C.2. *Telephone:* Central 2369

Digitized by Google

and of graduate students. Arrangements are
ing made for faculty exchanges between
paired British and American universities
colleges. Eventually it is hoped that
o be exchanged by the universities
erned. The Leverhulme Trust
hat it is now prepared to make
lists for study in the United

something of the scrap-
which have been made
hool groups in England
the Atlantic for the
rap - book making
rk of the " Books
s organized this
e Warde, Vice-
Sea Circle in
both sides of
ooks which,
nsumption,
come mis-
an insight
The New
o British
blems of
London
nn, con-
S.A., all
his side.

ll over
House
ference
l Mixed
George

outh's
. It is
e kept
e com-
lbs as

Digitized by Google

THE PRIMARY TEACHER'S GUIDE TO SPEECH TRAINING

ANNE H. McALLISTER, M.A., Ed.B., D.Sc.

Lecturer in Speech Training, Jordanhill Training Centre, Glasgow

Believing that training in diction and in pronunciation must wait upon the development of ease in self-expression through language, the author suggests ways of enriching the experience and vocabulary of pupils and of helping them to become fluent speakers.

Adequate information is given to guide teachers in training the voices of their pupils and in training them to produce speech sounds accurately and pleasantly. **4s. 6d.** net

UNIVERSITY OF LONDON PRESS LTD.
MALHAM HOUSE BICKLEY, KENT

SCIENCE

PRACTICAL SCIENCE OF LIVING THINGS

By M. E. GOODWIN, B.Sc., and O. I. MORGAN, B.Sc. Book I (Second Edition), 128 pages, 2/3; Book II, 125 pages 2/3; Book III, 128 pages, 2/3; Book IV, 158 pages, 2/6. Cloth. A simple practical course in Biology, well suited to lower forms. Illustrations are a special feature—bold and artistic—by a well-known expert in this class of work.

THE NEW PRACTICAL PHYSICS

(Science for Young Students)

By F. ANNISS, B.Sc. (Lond.). Book I, Liquids, 179 pages; Book II, Gases, 206 pages. 3/- each. Book III, Time, Heat, Light, Electricity and Magnetism, Mechanics, 239 pages. Cloth, 3/6. Book IV, Heat, Light and Sound, 320 pages. Cloth, 4/6. Book V, Electricity and Magnetism, 313 pages. Cloth, 4/6. Suitable for lower forms.

A GENERAL CHEMISTRY FOR SCHOOLS AND COLLEGES

By J. MORRIS, M.A. (Oxon). 390 pages. Cloth, 5/-. Provides a course for the students of "pure" chemistry, or a complete school chemistry for biology and domestic science students.

HYGIENE OF THE HOME

By A. H. WHIPPLE, M.A. (Cantab), B.Sc. (Lond.). 160 pages. Cloth, 2/6. Suitable for the lower forms of girls' schools.

For detailed prospectuses of the above books apply to:

THE GREGG PUBLISHING CO. LTD.
GREGG HOUSE, 51 RUSSELL SQUARE, LONDON W.C.1

BEGINNING LATIN

Gilbert Highet, M.A.

La Cr. 8vo, 344 pp. Cloth, 4s. 6d.

This book is at once a grammar and a syntax, and incidentally in the passages for translation an introduction to Roman history, for students of Latin in the pre-school Certificate period. A vocabulary, a copious index, and many illustrations make the book a complete introduction to the Latin languages.

LE PARLER DE FRANCE

H. E. Falla

A French Course in 3 parts, 2s. 6d. each

This course is intended to cover the first three years of French teaching in secondary schools. All the essentials of grammar required for the school certificate examinations are dealt with in forty-eight carefully graded lessons. Each lesson consists of a Reading Passage, Questionnaire, Grammar and Exercises.

BASIL BLACKWELL

Digitized by Google

1937, there were 3,250,000 boys and girls between the ages of 14 and 18; in 1956, according to a recent estimate by the Registrar-General, this figure would have dropped by 750,000—already it had dropped by 250,000.

The whole economic base of employment would, therefore, change in character; for juvenile labour would no longer be cheap. The increasing mechanization of industry, also, would mean that boys and girls would need more outlet for their capacities in their leisure time, especially in clubs.

It was essential, continued Dr. Morgan, that juvenile labour must, at the training stage, be mobile. There would be a shortage of skill in industry, and such skill could be used not only according to geographical luck. To create this mobility a State system of industrial bursaries would have to come into existence on a large scale, analagous to the State educational scholarships.

Mrs. Walter Elliot, Chairman of the Association, summed up the club year and the Association's plans for the future. A note on these appeared in our October number, page 508.

Young people during the next five years were, said Lord Woolton, going to be living among changing values, which would not be easy for them. The club leader should be a hostess within the club, not a warden, and she should remember that she was providing for the leisure of the club member, not for the club leader's idea of what that leisure should be. Club leaders, Lord Woolton added, should look attractive, be really interesting personalities: men and women who enjoyed pleasure and leisure. How the country was governed, he concluded, was going to be a matter of growing interest among young people, and the clubs and community centres could do much to educate young people in the sharing of responsibility.

The Rev. A. H. Gray, of St. Francis-in-the-East, Glasgow, and an associate member of the Iona Youth Trust, stressed that, so often, "the factory hooter silences the Church bells and faith becomes mentally labelled kid's stuff". The Church was apt to be segregated for the religious-minded. But clubs could bridge the gap for, in the club, faith was translated into everyday deeds, into the language of the streets, and linked with club activities.

Dr. Sybil Horner spoke of the care taken in the factory to ensure the health of the young workers, and their conditions of work.

The conference concluded with a summing-up through the film.

An exhibition of members' drawings and paintings, carried out by club members in their spare time, on their own initiative and without the supervision of a teacher, exemplified the lurking artistic talent of the adolescent, which the education department has done so much to develop. In all, there were thirty-six entries.

MR. C. S. EVANS, in his presidential address to the Annual Conference of *The National Federation of Class Teachers*, summed up what should be long-term policy under the new Act. The nursery school proper should take the place of nursery classes; the cheese-paring attitude of the Ministry of Education regarding regulations for primary school buildings should be revised; multilateral secondary schools should be the objective; the Fleming Report must not be implemented; while every school must have its own dinner-room, extra non-teacher help must be secured; the system of educational finance must be overhauled; on the administrative side, local authorities should give a great deal of freedom to divisional executives; supply of teachers and of buildings must be speeded up.

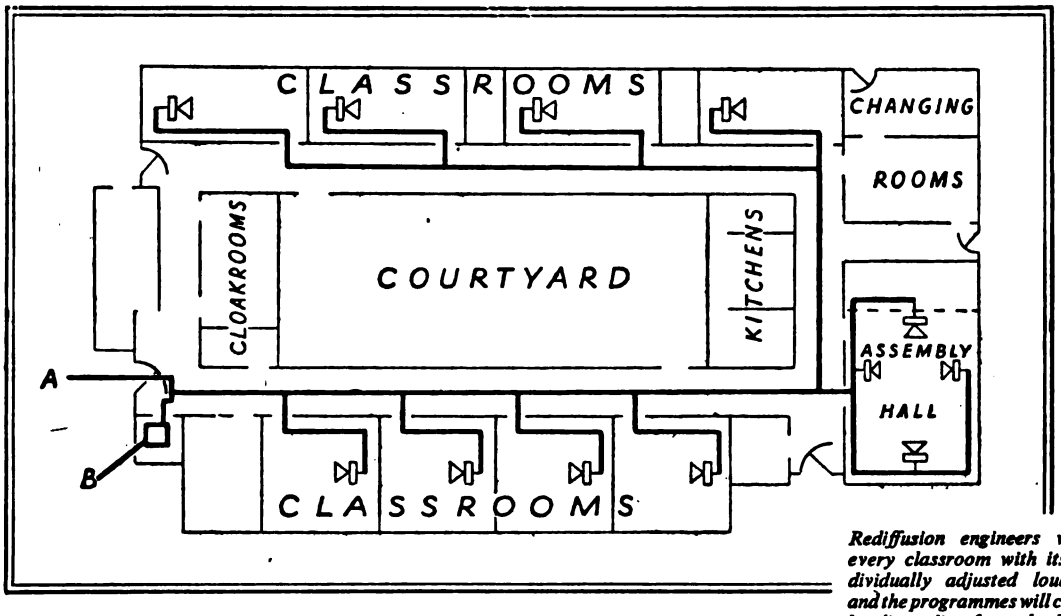
A ONE-DAY Conference arranged by *The British Association for Commercial and Industrial Education* was held at the Institution of Electrical Engineers on September 26, at which some 350 educationists and industrialists were present. The President of the Association, Lord Hambleden, presided. The conference was opened by the Minister of Education, Miss Ellen Wilkinson, who explained in some detail the plans which have been made for technical education. In the discussion which followed, stress was laid on the establishment of County Colleges and the need for a much closer relationship between industry and the local education authorities. Some constructive criticism was expressed on various aspects of the problems, and the Chairman, in thanking the speakers, assured them that the Council of the Association would give close consideration to the suggestions made.

The afternoon session of the conference was devoted to "Visual Methods in Education and Staff Training". The discussion was opened by a comprehensive survey of the whole subject by Mr. H. E. Dance, H.M. Inspector, in which he dealt not only with the use of the cinema, but the use of models, display panels, charts, and diagrams. He made special reference to the film-strip and miniature lantern. Mr. J. G. Hughes-Roberts, M.V.O., gave an account of the use made of motion picture films in training for the fighting Services. In the discussion which followed, more than one speaker favoured the use of the film-strip combined with the voice of the instructor as against the motion film, which some considered too fast for many instructional purposes. All agreed that the interchange of views which the conference made possible was very helpful at the present juncture.

PERSONAL NOTES

PROFESSOR W. L. RENWICK, M.A., D.Litt., has been appointed to the Regius Chair of Rhetoric and English Literature in the University of Edinburgh, where he succeeds Professor J. Dover Wilson who has retired. Prof. Renwick was born in Glasgow in 1889 and graduated with First Class Honours in English Language and Literature at Glasgow University in 1912. In 1921 he became Professor of English Language and Literature at King's College, Durham, and held the Chair for twenty-four years. In 1943 he was invited by the British Council to be temporary "visiting Professor" in China and spent over six months there, travelling alone through most of free China and visiting some fourteen universities and lecturing in them and to public audiences. He is the author of a large number of publications on English literature, notably on the works of Edmund Spenser. (*Continued on page 548*)

Digitized by Google



Rediffusion engineers will equip every classroom with its own individually adjusted loud-speaker, and the programmes will come either by direct line from the B.B.C. (A) or from a special receiving set (B)

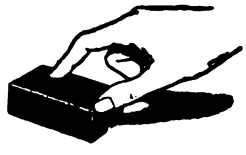
Every classroom can now be wired for radio

A SPECIAL SERVICE FOR SCHOOLS

AT present, over one-third of the schools of Britain make use of the B.B.C. Schools Broadcasts to bring interesting material from all over the world into the classroom.

Some of these schools rely on one receiving set placed in a classroom, and this room is then partially reserved for classes using the Schools Broadcasts. But the schools which obtain the very best reception under all conditions are those which have had their radio installed by Rediffusion.

Rediffusion engineers work on the principle that perfect reproduction of the studio performance must be obtained without any strain to hear on the part of the student. With many years of experience behind them, they have become experts in the placing of their loud-speakers and the adjustment of the volume to suit individual rooms. And in order that the whole school need not be assembled in one room to receive instruction from one broadcast, every classroom is wired. Once the service is installed, no class has to be disturbed to hear a broadcast, and it is simple to select the correct part of the programme for each stage in the school curriculum.



Schools in the thirty towns where Rediffusion is available to the ordinary subscriber for entertainment purposes, receive their programmes by direct wire from the B.B.C. studios. They might be in the studio itself, so clear is the reproduction.

In towns where the entertainment service does not operate, Rediffusion engineers will supply a special receiving set as well as installing all the necessary loud-speakers. Once the system has been installed throughout the school, all that radio can offer for educational purposes is available at the touch of a switch.

Rediffusion also equips factories for paging and factory music

REDIFFUSION

BROADCAST RELAY SERVICE LTD.

CARLTON HOUSE, REGENT STREET, LONDON, S.W.1

operates in the following areas:

BANGOR (CO. DOWN), BARGOED, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

Another appointment in Scotland is that of Professor A. H. Campbell to the Regius Chair of Public Law in the University of Edinburgh, at the comparatively early age of 43. Prof. Campbell was educated at George Watson's College, Edinburgh, where he was Dux and Gold Medallist in 1919, and graduated M.A. with First Class Honours in Classics at Edinburgh University in 1923. In 1930 he was appointed Stowell Civil Law Fellow and Tutor of University College, Oxford, and in 1935 he became the first occupant of the Barber Chair of Jurisprudence in the University of Birmingham. During the war he was temporarily employed by the Foreign Office. His publications are concerned mainly with Jurisprudence and Roman Law. He has in addition revised a translation of Wolff's *Jus Gentium* for the Carnegie Institution.

* * *

Mr. Ronald Tritton, Publicity Officer of the War Office since 1940, has been appointed Director of the Film Department of the British Council. At the War Office, Mr. Tritton was in charge of all the visual publicity of the Army, including films, and controlled the Army Film Unit, which produced "Desert Victory", "Tunisian Victory", and "Left of the Line". For the last year he has been secretary of the Joint Anglo-American Film Planning Committee which, under joint M.O.I. and O.W.I. auspices, was responsible for "Eve of Battle" and "The True Glory".

* * *

Mr. Philip Hendy has been appointed Director of the National Gallery in succession to Sir Kenneth Clark, who is retiring at the end of this year. Mr. Hendy, who is 45, has been Director of the City Art Gallery and Temple Newsam, Leeds, since 1934, and Slade Professor of Fine Art at Oxford since 1936. He was Curator of Paintings at the Boston Museum of Fine Arts from 1930 to 1933.

* * *

Squadron-Leader E. O. Giffard has been appointed Education Adviser to Messrs. George Philip & Son, Ltd., the geographical and educational publishers and printers.

* * *

The resignation has been announced of Mr. E. H. Allen as Editor of *The Teachers' World*, published by Messrs. Evans Bros. Ltd. He had held this post for thirty-four years. He will, however, remain a director of the firm. The issue of *The Teachers' World* for October 3 has on the front cover a reproduction of a painting of Mr. Allen, and includes an appreciation of him written by Sir Robert Evans.

* * *

Mr. E. L. Russell, one of the two Assistant Education Officers in Birmingham, has been appointed to succeed Sir Peter Innes as Chief Education Officer.

* * *

Mr. H. S. Magnay, Director of Education for Leicester City, has been appointed to succeed Mr. C. F. Mott as Director of Education for Liverpool. Mr. Magnay has contributed several review-articles to *The Journal of Education*.

* * *

Dr. E. G. Thomas, Director of Education for Walthamstow, has been appointed Director of Education at Stockport in succession to the late Mr. Gerald Holgate.

* * *

Mrs. E. M. Williams, Lecturer in Education at Goldsmiths' College, has been appointed first Principal of the new Two-Year Training College for Women which the City of Leicester Education Committee are setting up under the terms of *Circular* 49.

* * *

Miss Margaret Stansfeld, founder Principal of Bedford Physical Training College, has retired at the age of 86 after forty-two years' service.

* * *

We regret to announce the death on September 17, as the result of an accident, of Professor Charles Spearman, Ph.D., Ll.D., F.R.S., at the age of 82. Prof. Spearman was Professor of Psychology at University College, London, from 1928–1931, and Emeritus Professor since 1931. He was the author of a number of books on psychology, including *The Principles of Cognition*, *The Abilities of Man*, *Creative Mind*, and *Psychology Down the Ages*.

* * *

Also of Dr. J. Strong, C.B.E., Ll.D., F.R.S.E., at the age of 77. He became Professor of Education at Leeds University in 1919 and held the post until 1933. He was first President of the reconstituted Education Institute of Scotland, a member of the Departmental Committee on the Remuneration of Teachers in Scotland, and also served on many other educational bodies. His publications include *The Higher Training of Teachers in America* and *A History of Secondary Education in Scotland*.

* * *

Also of Dr. K. Fisher, Headmaster of Oundle School from 1922 until the end of last term, when he retired. He was born in 1882 and educated at Manchester Grammar School and at Magdalen College, Oxford. From 1909 to 1919 he was on the staff of Clifton College, where he was in charge of all the scientific instruction in the school, and in 1920 he was appointed Senior Science Master at Eton. He succeeded F. W. Sanderson as Headmaster of Oundle, and strove to carry on that great teacher's work.

* * *

Also of Dr. J. W. Jenkins, of the University of London Institute of Education, as the result of an aeroplane accident while on a lecturing tour to the Forces in the Mediterranean. In a letter of appreciation of his work which appeared in *The Times Educational Supplement* for September 22, Sir Fred Clarke refers to him as "a brilliant mathematician, an unusually gifted teacher, . . . a subtle and discerning psychologist". He played a large part in the work of establishing a National Foundation for Educational Research. Dr. Jenkins contributed several review-articles to *The Journal of Education*.

* * *

Also of Sir Hubert Llewellyn Smith, G.C.B., at the age of 81. Sir Hubert was educated at Bristol Grammar School and Corpus Christi College, Oxford, where he took First Class Math. Finals in 1886. From 1888–1892 he was Secretary of the National Association for the Promotion of Technical Education. From then on he served in several Government Departments and on numerous Government bodies, including the Board of Trade, the Ministry of Munitions, and the Economic Committee and the Assembly of the League of Nations. He was Chairman of the British Institute of Industrial Art from 1920–1935, and the Director of the New Survey of London Life and Labour from 1928–1935. In the latter year he became the Chairman of the Council of the National Association of Boys' Clubs. He is the author of a number of works on economic, art, and educational subjects.

Digitized by Google

METHUEN

THE NEW EUROPE

An Introduction to its Political Geography

By PROFESSOR WALTER FITZGERALD. An authoritative survey of the background knowledge essential to the intelligent study of the problems now facing us in the settlement of Europe.
Demy 8vo. With 28 maps. **14s.** net

A SCHOOL GERMAN COURSE

By D. H. STOTT. A new comprehensive course up to School Certificate standard, including reading material, verse, direct-method and other exercises, prose translations, comprehension tests, picture-stories for free composition and oral work. Grammar is presented by the inductive and other active methods.
Crown 8vo. In two parts, **5s.** each

CYTOLOGICAL TECHNIQUE

By JOHN R. BAKER. A volume of Methuen's series of *Monographs on Biological Subjects*, newly enlarged and completely revised. F'cap 8vo. **6s.** net

HIGH FREQUENCY TRANSMISSION LINES

By PROFESSOR WILLIS JACKSON. The latest addition to Methuen's standard series of *Monographs on Physical Subjects*. *Second Edition in preparation.* F'cap 8vo. **6s.** net

36 ESSEX STREET, LONDON, W.C.2

NIVOC ***at your service***

over the whole field of Educational Science

SENIOR SCHOOLS. Basic Apparatus for the teaching of Elementary General Science.

SECONDARY AND PUBLIC SCHOOLS. Complete equipment for Biology, Chemistry and Physics up to the Higher School Certificate and University Scholarship standard.

TECHNICAL COLLEGES. Technical equipment for the teaching of Science as applied to special industries.

UNIVERSITY DEPARTMENTS. Equipment for advanced laboratories—Inorganic, Organic, Bacteriological, Biochemical, Pharmacological, Microchemical, etc. Apparatus for special research.

W. & J. GEORGE & BECKER LTD

ESTABLISHED 1872

17-29 HATTON WALL, LONDON E.C.1

TELEGRAMS: BECKER HATTON WALL, LONDON — 157 GT. CHARLES ST., BIRMINGHAM 3 — TELEGRAMS: CHEMISTRY BIRMINGHAM

LABORATORY FURNISHERS AND MANUFACTURERS OF SCIENTIFIC APPARATUS

Digitized by Google

TOPICS AND EVENTS

State Scholarships. — Miss Ellen Wilkinson, Minister of Education, speaking at the Middlesex Guildhall on Thursday, September 20, to pupils from Middlesex schools who are entering universities this autumn, said that the award of scholarships to enable students to go to universities was one of the most valuable aspects of the partnership between the Ministry of Education and local education authorities. The Ministry at present awarded a total of 360 State Scholarships every year. The Norwood Report had recommended improvements in the method of making these awards and the maintenance allowances which formed part of them, and she hoped to take up these recommendations very soon. Among the local education authorities the Middlesex authority had always shown the way in the field of major awards: their expressed object, which she warmly supported, was to see that no pupil of promise was prevented by lack of means from taking a university course for which he or she was qualified. This year they were spending £67,000 for that purpose.

These scholarship winners were now at the top of the educational ladder and were about to enjoy the best that the country could give them. Many of them would no doubt be future leaders of the country. "Let quality be your watchword", she said, "for it is upon quality that the future of this country largely depends." "Education is what is left after you have forgotten all that you have learned." Hard work would be expected of all of them, but there were many sides to a university education besides book-work. There was the whole corporate life of the university with its political and social activities, games and hobbies. They would discuss eagerly all the problems of the world. The mistakes of Cabinet Ministers would be as clear as day to them. The important technique to acquire was the power of independent thinking by which alone solutions of the world's problems could be found. She commended to them Robert Louis Stevenson's essay on "Crabbed Age and Youth", in which he wrote: "Youth is the time to go flashing from one end of the world to the other both in mind and body; to try the manners of different nations; to hear the chimes at midnight; to see sunrise in town and country; to be converted at a revival: to circumnavigate the metaphysics, write halting verses, and run a mile to see a fire."

Youth Leadership. — A statement on "The Selection and Training of Youth Leaders" has been prepared by the Standing Conference of National Voluntary Youth Organizations (in association with the National Council of Social Service). It lays particular stress on the importance of adequate tutorial supervision and sufficient practical experience under competent guidance. It makes it quite clear that short courses and conferences, while of great value for unpaid workers, and as additional qualifications, do not suffice as training for whole-time youth leadership and should not be regarded as an adequate preparation for whole-time workers.

Special attention is given to the needs and problems of unpaid youth leaders. They are, after all, the majority of the youth workers; on their quality and capacity depends the work of the youth organizations. Sustained reading and discussion, short courses, and conferences all have their place in the fitting of leaders whose ranks must be renewed and increased all the time. The Conference appeals to employers to encourage youth leaders by giving them leave of absence with pay to attend short residential courses and to assist with camps.

In the selection and training of full-time paid leaders, particular emphasis is laid on the need for mature workers (23 is suggested as the minimum age) with a good educational background. Training should be based on a full three years' course at universities, though modifications should be possible to meet special needs. Closer co-operation is urged between universities which should do the training and the youth organizations which have the work to do. The content of suitable training courses is suggested in some detail on page 7 of the statement. Conditions of service and salaries must be good enough to attract the best.

Special consideration must be given to the experience which has been gained in the selection and training of leaders in the Services, and suggestions are made for modifying courses of training to ensure that youth leadership is enriched by the vigorous experience of young men and women who are now coming out of the Services and wish to make this their profession.

The Conference believes that the best contribution to the vital task of training for youth leadership is to be made through an effective partnership between local education authorities, the departments of State, universities, industrial organizations, and the voluntary organizations—all working together in the service of youth.

Post-war Career Films. — The Post-war Career Films which are being made by the Ministry of Information in conjunction with the Ministry of Labour and other Ministries comprise a series of films presenting a true picture of various trades and professions for showing to Service personnel and war workers. Their intention is not to recruit but rather to inform. Advice is given on each separate subject so that the would-be employees will know what organization to call upon for full details concerning the localities, wages, prospects, and general information which they will require.

"Farmwork" deals with the prospects of the would-be smallholder. The future of those who wish to return to the land is discussed in the film by an ex-soldier and a farmer. In this way, the soldier learns the best and the worst of the job and also about the help he can get by applying to the War Executive Agricultural Committee. He learns where to be trained in agricultural knowledge, the local rates of pay, and the wage agreement.

"Teaching" is concerned with the training of teachers. The proposals of the Education Act, 1944, cannot be carried out without a greatly increased number of teachers. In addition there is the falling off in new teachers during the war years to be made up. The film describes the emergency training scheme and shows that men and women who have been doing a great variety of jobs during the war are eligible, even if some of them left school at 14. One of the candidates is shown at a training college. His questions about rates of pay, chances of promotion and conditions of work are answered by an

Continued on page 552)

Digitized by Google

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION

HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

The Association of Assistant Mistresses in Secondary Schools

Founded 1884. *Incorporated 1897*

This Association is recognized as one of the Four Major Secondary Associations by the Board of Education, Local Education Authorities, and by European and World Federations of Teachers.

It has representatives on the Burnham Committee on Scales of Salaries for Teachers in Secondary Schools, and on the examining bodies which conduct the First and Second School Examinations. Members are also serving on the Executive Committee of the Royal Society of Teachers and on the Secondary School Examinations Council.

The Association also has connection with all important Women's Organizations.

MEMBERSHIP is open to women teaching in all types of Secondary Schools.

ASSOCIATE MEMBERSHIP is open to intending secondary women teachers, who are urged to consult the Association in regard to posts for which they apply.

Members and Associate members can use the Joint Agency for Women Teachers at reduced fees.

Address: 29 GORDON SQUARE, LONDON, W.C. 1.

NOW IN STOCK

French Christmas Cards and Calendars

CALENDARS, Picture Board, Monthly Date Pad with literary quotations **1s. 9d.** By post, **2s.**

FRENCH CHRISTMAS CARDS **3d., 4d., 6d.** Postage, per doz., **3d.**

★

New supply just received:

CLOSS (A) Deutsche Dichter und Denker der Gegenwart **4s.**

"This excellent book is intended primarily for School and University Students; but it may be recommended to all who are interested in contemporary German literature, for within 250 pages it gives a concise and comprehensive introduction to the chief living German writers with well-selected specimens of their work."

—TIMES LITERARY SUPPLEMENT 10/12/1931

Now in active preparation:

Three more of the famous

"Cahiers du Silence"

Aragon. Trois Contes **3s.**

Vivarais (Pierre Bost) La Haute Fourché **3s.**

François de Colère (Aragon) Le Musée Grévin **3s.**

HACHETTE

16 WILLIAM IV STREET, STRAND LONDON, W.C. 2

Digitized by Google

experienced teacher. An R.A.F. instructor, a man in the N.F.S., a Wren, a girl in a factory, and a soldier are doubtful if they could become teachers. The film shows that they can.

"What's the Next Job?" tells the story of four people—an ex-Wren, an ex-factory worker, an ex-R.A.F. boy, and an ex-officer—all of whom are about to look for a job. The methods used by the Employment Exchange and the Resettlement Advice Office are then shown in progress until, through their and the would-be workers' united efforts and understanding, the right peg can be got into the right hole.

The Post-war Career series will run into some sixteen to twenty films and will cover such varied subjects as building, coal-mining, institutional domestic service, food manufacture, catering, cotton industry, distributive trades, road and rail transport, engineering, civil engineering, furniture-making, office work, Civil Service work, instrument-making, nursing, and some of the Government training courses which embrace such subjects as hairdressing and typewriter repairs. Distribution of these films throughout the country to civilian audiences will be through the M.O.I. mobile units. 16 mm. copies of the films will be available through the Central Film Library for loan to organizations with their own 16 mm. sound projectors. Distribution of the films to men and women in the Forces will be the responsibility of each Service Department.

The Women's Institutes.—A twelve-month programme of schools and conferences up to the autumn of 1946 is now being planned by the National Federation of Women's Institutes in their switch-over from war-time work for Government Departments to their many normal peace-time interests. Countrywomen have asked for an explanation of the United Nations Charter and of the arrangements that are being made to tackle problems of world peace, nutrition, and social welfare. The first Combined Arts Festival to be staged by the N.F.W.I. is to be held in the autumn of 1946. Teams will produce plays, with choirs supplying the music, design, make and paint their own scenery, properties, and dresses. Women's Institutes all over the country will have teams in training throughout the coming winter and spring. Plans are now being made for a residential school during the spring of 1946 when Women's Institute members will be able to spend the inside of a week doing practical home decoration and repairs under the guidance of experts. They will then be able to go back to their villages and teach other members to be their own house decorators and renovators, and how to adapt out-of-date houses and cottages to modern requirements. A refresher course in plain sewing is to be given at N.F.W.I. headquarters early in 1946 for Women's Institute teachers in order that they may cope with the great revival of sewing and handicraft that is expected as countrywomen get more peace-time leisure. A residential school for gloving and slipper-making is planned for January, 1946, at Shipham, Somerset, to satisfy the demand for more instruction in the art of making sandals and house slippers at home without coupons.

Queen Mary College.—Queen Mary College University of London, reopened on October 2 in its old buildings in Stepney, East London. Since 1939 the College had been evacuated to King's College, Cambridge. The London buildings suffered only minor damage during the war, and emergency repairs have been completed. The College has issued a prospectus for the session 1945–1946. This includes a list of the many publications, by members of the staff, which have been issued during the war years.

The Imperial College of Science and Technology.—The Imperial College of Science and Technology celebrated its centenary last month, the principal event being a meeting in the Albert Hall attended by the King and Queen. His Majesty's presence was appropriate, for the scientific development at South Kensington owes much to his great-grandfather, the Prince Consort. Private and official enterprise are intermingled in the creation of the College, for the first institution, the Royal College of Chemistry, founded 100 years ago, was a private enterprise with the Prince as President. This college faded out in the seventies. Official action related to geology and mining. The Prince opened the new Museum building in Jermyn Street in 1851, the Government School of Mines and of Science applied to the Arts being formed later in the same year. To Huxley's powerful advocacy the Royal College of Science is due, a primary purpose of the College being to train science teachers. The Imperial College is a comparatively recent coalescence, its Royal Charter having been granted in 1907. Lord Haldane was mainly responsible for its foundation. The City and Guilds of London have contributed their great engineering college. Since 1907 there has been great development. An important part was taken by the College in research on the atomic bomb.

Education in the R.A.F.—In many quarters attention has been called to the anomalous position of education officers in the R.A.F. Sometimes they have been treated as teachers, sometimes as civil servants, sometimes as officers in the R.A.F., and the treatment has often been the least favourable. Moreover, when many of them tendered their resignations, the Air Ministry attempted to coerce them under a control of employment order designed to apply to the Civil Service. The result of all this is to jeopardize the success of the scheme of educational training organized by the Ministry to assist members of the R.A.F. and W.A.A.F. to prepare themselves for return to civil life. Unless very prompt action is taken, men of the right calibre will not be forthcoming to undertake this work. Perhaps the report of the Committee appointed last year to investigate these matters will pave the way for necessary reforms in status and conditions of service. Mr. John Strachey, the Parliamentary Under-Secretary of State for Air, told a deputation from the National Union of Teachers that the Air Ministry will, in future, offer release to education officers in step with the general rate of release of R.A.F. officers. This will mean freeing groups 1 to 22 by the end of October, group 23 to part of 24 in November, and the rest of group 24 in December, 1945.

Borstal and Dartmoor.—With what seems to be extraordinary ineptitude, the Home Secretary has decided that Dartmoor prison is to be utilized as a place of detention for Borstal boys. True, he offers apologies for this as an unpleasant necessity, but his arguments are unconvincing. Accommodation is certainly difficult to secure, but surely army huts, for example, could be used temporarily. The fact that Dartmoor was for so long the place of confinement for hardened criminals should in itself be

Digitized by Google

sufficient to rule it out as a place of reformation for youths, quite apart from its unhealthiness and gloom, though of course these considerations are also relevant. Over the portals of that forbidding abode is inscribed the motto "*Parcere Subjectis*". Whatever has been done in the past, we hope that the dictates of mercy may be so far followed that this unfortunate decision will be speedily reversed.

British Institute of Adult Education. — The Annual Report for 1944, the twenty-fourth year of work, indicates that the Institute is fully alive to the post-war needs of adult education. Men and women from the Services will want to make up arrears in their vocational training, and there will also be a big field for adult education of the non-vocational kind, needing close-knit organization, adroit publicity, comfortable accommodation, a wide choice of subjects, and versatile methods of presentation. One of the least-publicized achievements of Service Education Schemes is the extensive, if unambitious, provision they have made in training their own teachers and group leaders. But attention is called to the acute shortage of persons competent to conduct the more elementary kinds of adult education, and to the assumption that if a tutor knows his subject he is automatically competent to put it over. A report on the housing and material equipment of adult education will be presented to the Minister of Education at an early date. The year has seen the publication of the results of a survey of adult education in Scotland. "Art for the People" exhibitions have been held at some 150 centres. In view of all these activities it is not to be wondered at that the small staff is working to its fullest capacity.

Leeds.—The Annual Report of the Libraries and Arts Committee records a reduction of 181,069 in the total issue of books, incurred entirely in the lending libraries. Nearly all the loss is in fiction. The reason given for this decrease is that during the war the number of books borrowed has been abnormal, but the intake of books has been insufficient to prevent the stock from becoming exhausted —and there is no sign that the supply of books will increase. Four new branch libraries are contemplated, and the great need for a new Central Library planned liberally and practically still remains the vision of the Committee. Last year the Committee sent to the Education Committee a report on a proposed system of school libraries, and they also suggested the setting up of an Adult Education Council. It is hoped that the suggestions made will receive attention when present pressure is eased.

Bristol.—A programme of lectures for 1945–1946 has been issued by the Bristol Public Libraries. Lecturers include the Sheriff of Bristol, Mrs. Amabel Williams-Ellis, Mr. Compton Mackenzie, Mrs. Norah Richardson, Sir Stephen Tallents, Miss Margery Fry, and Mr. H. J. Massingham.

Oxfordshire Rural Community Council.—The Annual Report for 1943–44 records the great interest taken in the villages in such subjects as Town Planning, Housing, the Future of Local Government, Village Life and Leisure, Old People's Welfare and the Problem of Young Offenders. Music, drama, and nature study have also afforded opportunity for many successful activities, and the work of the Rural Industries Committee has been carried farther.

International Federation of Secondary Teachers. —For the first time since 1939 some of the officials of the International Federation of Secondary Teachers have been able to meet. The meeting was in London on August 28, and there were present: Monsieur Gossart, President (*Directeur du Lycée français*, Cairo), Miss Janet M. Lawson, Secretary-General (Deputy Secretary of the Educational Institute of Scotland), Messieurs Cossard and Testas (*Syndicat national de l'Enseignement secondaire*, France), Mr. Knéjévitch (Jugoslavia), and Mr. Parker, a former President. An apology was intimated from Monsieur Frieden, the Treasurer, who is now Minister of Education for Luxembourg. The Secretary-General reported on the steps already taken to re-establish communication with the affiliated Associations. So far, she had received letters from Belgium, Holland, and Luxembourg. Plans for the future were discussed and it is hoped to have a more representative meeting of the Executive next summer. An effort is also to be made to extend the membership of the Federation.

Nurse Tutors.—The Minister of Health, Mr. Aneurin Bevan, has arranged that a number of State-registered nurses who wish to train as nurse tutors will be eligible for financial help from the Government while training. There is at present a great shortage of qualified teachers of nurses. Under the scheme, which will apply to men and women, the assistance given to selected applicants will cover the training and examination fees, besides an allowance of £150 for the training period towards the cost of maintenance and incidental expenses. Up to fifty candidates a year will be assisted. Forms of application may be obtained from the Secretary, Ministry of Health, Division 4A(8), Whitehall, S.W. 1.

Discover Your Neighbour.—A Course, sponsored by five Settlements in Bethnal Green, East London, is to be held from December 27 to January 17 next. Students will talk, walk, look, and listen with the people of Bethnal Green, in order to discover some of the practical details which go to make up their lives. It has been decided to confine the number taking the course to fifteen, and it will be most suitable for those who have completed their technical training or are engaged on post-graduate work. Early application should be made for admission and particulars of bursaries to the Vice-Head, The Oxford House, Mape Street, Bethnal Green, London, E. 2.

Ministry of Education Publications :—

Circulars :

No. 63 refers to the acquisition of sites by local authorities for educational purposes. The limit of two years after the end of the European war, laid down in *Circular* 11, has been withdrawn.

No. 64 is on the subject of the raising of the school-leaving age. This is dealt with in the leading article in this issue.

Administrative Memoranda :

No. 92 refers to the conditions under which temporary assistance in postal work by school pupils may again be given this Christmas.

No. 93 accompanies an explanatory pamphlet entitled "Cost of Works" issued by the War Damage Commission. This lays down the procedure to be followed in arranging for the repair of war damage and the assessment of payments of cost of works. The general arrangements in regard to the repair of

Digitized by Google

war damage remain as set out in *Circular* 1560 (dated July 26, 1941) subject to the modifications set out in this *Memorandum*.

No. 94 gives the details of a scheme to assist in finding suitable employment for handicapped children. Local offices of the Ministry of Labour and Juvenile Employment Bureaux are to be given up-to-date educational and medical records of all pupils leaving special schools and all pupils of other schools who may be suffering from a temporary or permanent disability which may restrict their choice of employment. Reports made by the School Medical Officer will show what forms of occupation are to be avoided for the particular young person.

No. 95 refers to the recording of assurances of land for educational purposes as laid down in the Education Act, 1944, Section 87.

No. 96 accompanies a memorandum to headmasters on training in oriental languages.

No. 97 informs local education authorities and other educational bodies how to obtain supplies of Government surplus huts.

NEW BOOKS

COMMUNITY CENTRES

By L. R. MISSEN, M.C., M.A., Secretary to the East Suffolk County Education Committee

TWO recent publications concerning the provision of Community Centres make it worth while to take stock of the present position. It will be remembered that the Ministry of Education issued the red-covered booklet entitled *Community Centres* in December, 1944, and that it was accompanied by *Circular* 20. In this circular, the Ministry referred to the need for framing a long-term policy. " But ", they added, " already the demand for such facilities exists in certain areas, and this demand is likely to become more widespread and more urgent immediately after the war. The return of men and women from the Forces to civil life ; the adjustments of resettlement and the difficulties which must inevitably be faced for a time in securing adequate housing—all these factors will create conditions in which facilities such as a community centre should offer would be found of the highest value." The Minister, therefore, asked local education authorities to review the position in their areas in order to make some provision even if only of an improvised character, and to ensure that steps were taken to meet the prospective needs of the early post-war period. The booklet inspired great interest and enthusiasm in the early part of this year. Later, however, doubts arose about priorities in building and misgivings about the possibility of early action were freely voiced. A deputation of the County Councils Education Committee visited the Ministry of Education and, from the discussion which took place, a report of which was published in the County Councils Association *Gazette Supplement* for August, 1945, the following points emerged : (i) All projects for community centres in areas of less than 4,000 population were to be referred to the National Council of Social Service through the local committee or, in a rural area, through the Rural Community Council. Proposals concerning areas of greater population might be dealt with either by the local education authority or the housing authority ; (ii) building was a matter of priorities varying from area to area, housing standing highest practically everywhere ; (iii) the Ministry of Education might give a high priority to the building of a community centre on a new housing estate ; (iv) the building of community centres elsewhere would be determined on a local priority list, but it was not made clear how it would be determined. The offer of the full cost of a centre for a war memorial, or as a private gift, would indicate a permanent building which would have to await the time when more labour and materials were available ; (v) in the meantime, buildings of the prefabricated kind would be available, and it was hoped that some might be erected by voluntary labour ; (vi) in *Circular* 20 it was stated that to delay when an urgent need existed simply because building facilities were not available would involve a failure to provide the service, and authorities should, therefore, resort to improvisation by hiring and adapting whatever buildings they could find suitable for the purpose ; (vii) finally, the Ministry made it clear that, before any project was considered, there must be proof of " active local demand based on ascertained need ".

This was all rather disappointing to those whose hopes had been raised high by the red booklet. Local administrative officers, however, had seen the danger of over-optimism, and had pointed out to promoters of community-centre schemes which involved new building the very high priority of housing and the length of time for which that priority was likely to continue. Search is now being made for means to improvise—with what result it is too early to say. " Very large numbers of men and women ", said the Ministry of Education, " had been introduced for the first time to new interests " and " may be expected to carry over or quickly revive after their return home other interests in less formal educational activities " ; and the Adjutant-General to the Forces, Sir Ronald Adam, recently said : " Through lack of preparation and foresight, there might be a large gap in educational provision between demobilization and civil settlement. If there were, the Adult Education movement might lose its men and women for good." While that grave warning is still sounding, there are published the London Council of Social Service pamphlet on *The Need for Community Centres in Inner and Outer London*[1] ; and the National Council of Social Service fifth and revised edition of the handbook of *Village Halls and Social Centres in the Countryside*[2]—together with an illustrated brochure *Living Communities*.[3] The London Council of Social Service has reached the conclusion that the need in Old London for community centres is as great as on new housing estates. Ten reasons for this are set out with clarity and brevity in the Council's Report, of which two at least should be mentioned here. One of them is " the appreciation by large numbers of persons of the growth of neighbourliness brought about by the sharing of experiences during the last few years " ; and the other is " the salutary desire that men and women have to join together voluntarily in groups to do things themselves, to have a place of their own and to control their own activities ". The London Council of Social Service stresses the need for the *immediate* consideration of the problem of community centres by all the authorities concerned.

(Continued on page 556)

Digitized by Google

TWO NEW BOOKS

MUSIC IN THE SCHOOL ASSEMBLY
By Dr. E. O. PAYNE, B.Sc.

An invaluable guide to the musical side of school worship by an experienced headmaster and Church organist.
Price 2s. net (postage 2d.)

THE SCHOOL WITHOUT THE PARSON
By Canon E. F. BRALEY, M.A., LL.D.

A topical and important new book dealing with religious teaching in what we used to call the Elementary, Council or Provided School, under the new Education Act.
"The publishers have rendered a real service to teachers, clergy, administrators, and parents by making it possible for everyone to buy at this price a book so robustly sensible, eminently practical, and constructively useful."—*Religion in Education.*
Price 1s. 6d. net (postage 2d.)

THE RELIGIOUS EDUCATION PRESS LTD.
Wallington, Surrey

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES : SCHOOL SECRETARIES
LADY MATRONS : HOUSEKEEPERS : LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT
Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 • *Telephone No.:* REGent 2803
CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W. 1

A Book for the Club Leader

EDUCATIONAL ACTIVITIES for YOUTH CLUBS

By Sid G. Hedges

Guidance for the Club Leader in organizing the intellectual side of the Club programme.

"A useful compendium of ideas and suggestions such as any Club Leader is glad to have at hand when shaping a programme. . . . Mr. Hedges is no theorist, and in Club advice is sound in proportion to the experience behind it."
—*Religion in Education.*

"Practical book. Particularly useful are the ways outlined by which youth can be persuaded to talk—group discussions, fireside chats, debates, brains trusts, quizzes, shadow trials, parliaments."—*The Schoolmaster.*

Price 1s. 6d. (postage 1½d.)

NATIONAL SUNDAY SCHOOL UNION
104-105 Newgate Street London, E.C. 1

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1

H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C. 1

FOYLES
FOR BOOKS

Large Stocks of Educational Books
119-125 CHARING CROSS RD., LONDON, W.C. 2
Telephone: GERrard 5660 (16 lines) Open 9-6 including Saturday

The average child, who finds it rather difficult to think of Uncle George as 'homo sapiens,' is never really happy about technical terms or abstractions. That is why the documentary film, which 'short-circuits' descriptions and animates diagrams, is spontaneously remembered instead of being merely memorised. It brings life and movement to such 'dry' subjects as health, food, social and domestic science, housing and the problems of democracy. Admirable films on these and similar subjects are available, free to approved borrowers, from the Gas Industry.

Full details from your local Gas Undertaking, or post this coupon.

CUT OUT THIS COUPON AND POST IT TO:

The Secretary, British Gas Council, 1 Grosvenor Place, London, S.W. 1. Please send, without obligation, particulars of your Documentary Films and booking form.

NAME.....

ADDRESS.....

F8

Digitized by Google

Rural communities of not more than 4,000 population appear to be in a slightly better position than any others at present, as they are invited to approach the National Council of Social Service immediately for financial assistance in any project they may have formulated. The Carnegie United Kingdom Trustees have placed at the Council's disposal the sum of £100,000 to be expended during the next five years by way of grants in aid of capital expenditure on village halls, and the Treasury, on the recommendation of the Development Commission, have approved the provision of loans in aid of approved village hall schemes. The loans will be free of interest and repayable within a maximum period of seven years. Subject to certain conditions and maximum limits, the normal scale of assistance will be a grant up to one-sixth and a loan up to one-half of the approved capital cost of a scheme; but a special scale of grant, up to one-third, will be available to a small village with a population of not more than 750. Very small villages with populations of not more than 300 each cannot face repayment of loans of so much as half the cost of their halls, and may apply for special consideration, and may be allowed additional grant not exceeding one-sixth of the total cost instead of a corresponding amount of loan.

The handbook is well illustrated with photographs and plans, and contains in a small compass, clearly and concisely set out, all that an intending Community Centre Committee needs to know, when considering a project, as well as much that will be of great value to them in running the centre once it is established. The brochure *Living Communities* contains some excellent photographs illustrating the activities within the community centres, and a brief but clear exposition of the aims and progress of the centres. It is attractive in appearance and very suitable for distribution in an area where it is proposed to form a Community Association, to secure the interest of new members for existing centres, or to interest and inform members of local authorities whose support is being solicited.

[1] **The Need for Community Centres in Inner and Outer London.** (2d. London Council of Social Service, 7 Bayley Street, London, W.C. 1.)

[2] **Village Halls and Social Centres in the Countryside: a Handbook of Information.** 5th Edition. (3s. 6d. The National Council of Social Service, 26 Bedford Square, London, W.C. 1.)

[3] **Living Communities.** (Single copies free from the National Council of Social Service.)

EDUCATION FOR FREEDOM

By J. C. MAXWELL GARNETT

THESE papers* from the second Conference on the Scientific Spirit and Democratic Faith contain a great deal that is of deep and general interest, despite their special concern with a particular problem in American schools and colleges.

The conference was convened in 1944 at the meeting-house of the New York Society for Ethical Culture. The danger it was called to face seems mainly to have come from the Education for Freedom movement. President Hutchins, of the University of Chicago, holds that "if we want to educate our students for freedom, we must educate them in the liberal arts and in the great books". Accordingly, St. John's College, Annapolis, in the State of Maryland, instead of offering (like others of its kind) various combinations of required and elective courses for the bachelor's degree, now requires all its students to take the whole programme of studies that is centred in some 120 of the classics or great books of the western world. Among the authors studied in Greek, Latin, French, German, and English are Newton and Darwin as well as Homer and Shakespeare, Plato and Marx, Gibbon and Rousseau. But young people must learn to look forward, as the writers of the great books looked forward, and not only to look back. Professor Irwin Edman, of Columbia University, told the conference that the cathedral of Chartres is not a monument to be looked at as a memento of culture, but as an expression of the living aspirations of living men. Moreover, young people must study the things themselves, as Newton and Darwin did, rather than words about the things. And the liberal arts include not only the *trivium* and *quadrivium*, but all those arts which discipline the men of our time to transform our world into a unity. Dr. Pilley, of Wellesley College, went to the root of the matter when he spoke of "young people developing a vision of personal and social excellence, and making this vision the guiding principle of their lives". Education for freedom must make men free to do what they want to do by making them single-minded (so that none of them wants to undo to-morrow what he did to-day) and like-minded (so that each of them wants to do what the others also want him to do in the interest of all).

Now single-mindedness—a single wide interest—implies an outlook on the world as, potentially at least, an integrated whole. This, however, goes beyond the present limits of scientific thought of which "the neat, trim, tidy, exact world", in Whitehead's phrase, is the goal but not yet the achievement. Single-mindedness, therefore, implies faith: willingness to act on a hypothesis in order to test it by experience; and that is also the way of the advancement of science. So Professor Carlson, of Chicago, had his mistake pointed out to him when he asserted that "the scientist cannot have 'faith' of any kind. . . . If we know, we do not have faith, we have knowledge. If we do not know, we have no business to have 'faith'. If we do, we are not scientists". Dr. Piatt, of California, reminded him and the conference that "not absolute truth but probability is the guide of life"; and Dr. Pilley drove this home: "To dogmatize and say 'I have the final answer' . . . is as little justified in morals as it is in science and leads to far more deplorable consequences. But . . . we can only lead moral lives when we have thought enough about our ideals to be confident in them and to be ready to fight for them where necessary. . . . In this thinking the writings of poets, of philosophers, and of saints have an irreplaceable contribution to make."

Yet many members of the conference held to the view that, as one of them put it, "most educators have decided that the scientific spirit cannot enter into the field of religion". The prevalence of this opinion in the United States may explain why no member of the conference suggested that the State schools—or public schools, as they are called in America—should, as in England under Section 26 of the new Act, give religious teaching according to an agreed syllabus, instead of releasing the children to go in groups to their respective churches for instruction by untrained and unsupervised teachers. Within such a system of public education, no place can be found for schools in the tradition of Arnold's Rugby

(*Continued on page 558*)

* **The Authoritarian Attempt to Capture Education.** ($2.50. King's Crown Press, Morningside Heights, New York.)

Digitized by Google

Teaching for Pleasure

"I think that the successful teacher must be something of an artist. He who teaches for pleasure must be one whose curiosity and sense of wonder have survived his education... He must have kept alive the faculty of looking at common things as if he had never seen them before."

An extract from R. L. Russell's recent broadcast talk reproduced in

The Listener

A *BBC* PUBLICATION

Every Thursday 3d.

FROM ALL NEWSAGENTS

DO YOU REALISE

that you can Purchase

SLIDES
and
FILM STRIP
from us.

Also that we can make

SLIDES
from
YOUR OWN MATERIAL.

Your enquiries will be welcomed by

NEWTON & CO. LTD.

(Established over 200 years)

Telephone: WELbeck 4131 (2 lines)

72 Wigmore Street
London, W. 1

Telegrams: "Newtobar Phone London"

BUT *FINIS*
IS NEVER THE END

When you have particularly enjoyed a book, you talk about it, you recommend it, and perhaps you lend it. But to whom? Usually only to those who share your love of reading. But the people who "never have time for reading" form an awesomely large proportion of the population. How many do you yourself know? How many could you convert if you set your mind to it?

It's a job worth doing. Talk books to them. Give them a subscription to the National Book League. (You're a member, of course?) Lend them books. Give them books. From the most unpromising material create by your own efforts—ANOTHER BOOKLOVER.

ISSUED BY BOOK TOKENS LIMITED

Digitized by Google

where religion was not the little sister of several separate subjects but the mother of the whole family.

It is here, especially, that the authoritarians find their opportunity, since American democracy knows that it cannot do without religion. "It is certainly vital for democratic societies", said Professor Friess, of Columbia University, "to give religion its due", and "we can ill afford to resign all the appeal of the transcendental and far-off goals into the hands of authoritarian groups."

NAZI EDUCATION

O. A. OESER

THIS book* purports to be a study of higher education in German occupied countries; but except for a chapter, "Concluding Reflections", very little is said about education. Instead it is a compendium of statements culled mainly from newspapers (of 160 references 96 are taken from newspapers, the bulk of which are English).

Professor Wolf maintains that "the sole educational aim of the Nazis, so far as Germans are concerned, is to train ruthless, irresistible warriors, and to indoctrinate them with a fanatical faith in the incomparable superiority of the German 'race' and its destiny and right to conquer the whole world".

The thirteen following chapters sketch very briefly how higher education in countries occupied by the Nazis was ruthlessly and brutally destroyed by the closing of universities and the arrest, deportation, and murder of many students and teachers. This is a revolting and horrifying tale, and the evidence for this systematic destruction of intellectuals and their intellectual life is incontrovertible.

But the important question of the moment, and for generations to come, is how higher education, in the sense in which we use that term among the western Allies, is to be reintroduced and firmly established in Germany. Here we come to the crux of the matter and its exposition in the concluding chapter of the book. The author points out that, although pre-Nazi Germany had a highly efficient system of education, a large output of research literature, and more readers of serious books than were to be found in any other population of comparable size, nevertheless Nazi Germany has shown itself to be the most criminal people, with the exception of the Japanese. The author concludes that "bookishness, scientific knowledge, and technical skill, which constitute such a large part of what is commonly called education, do not necessarily develop decency of character".

He goes on to say: "It was not for want of truly great and good teachers that the German people went wrong . . . but . . . they preferred the rabid nationalism of Fichte . . . Hegel, who glorified war . . . the Machiavellism of 'blood and iron' Bismarck." But Prof. Wolf does not say why the Germans preferred these to the "truly great and good teachers", and blames the German people as a whole. "No, there is something peculiarly aggressive and brutal in the German people as a whole. . . . Only by treating Germany as a vast reformatory school, conducted with intelligence and with strict discipline in the arts of peace, can there be any hope of a decent Germany and a peaceful world."

Now that is precisely what the Nazis did. They treated Germany as a vast reformatory school conducted with strict discipline; and to regard this as a method of re-educating Germany is to put the clock back and to continue emphasizing precisely those cultural patterns based on fear and subservience to those in authority by which such an important part of the German character has been moulded.

The author goes on to say that other countries are not altogether free from blame in this respect. Politically, Fascism was encouraged by the passive acquiescence of the Democracies, but "the pre-Nazi system of German education was essentially similar to the system prevalent in other countries. . . . What, then, is defective in the ordinary system of education?" The scientists have "discounted morality and glorified success"; but the churches have equally failed, according to Prof. Wolf, in that they have taught the "exclusive salvation of their own followers, and the consignment of all others to damnation or to a position of inferiority". He states "Catholic priests and Protestant parsons were among the most ardent supporters of Hitler and Mussolini"; and forgets or ignores what recent investigations have again demonstrated — that Catholic priests and Protestant parsons were also among the most heroic and consistent opponents of Nazism. Such generalizations have little to do with the principles of education, and give no help towards building up any practical long-range plans by means of which a new mental climate in Germany can be fostered.

* **Higher Education in German-occupied Countries.** By Prof. A. WOLF. (6s. net. Methuen.)

ADULT RELIGIOUS EDUCATION

By BASIL YEAXLEE, O.B.E., M.A., Ph.D., Reader in Educational Psychology, University of Oxford

"WHEN the half-gods go, the gods arrive." But the process is not automatic. Men must take the trouble, and be given the opportunity, to search for the truth intellectually, however strong may be their emotional reaction against what is false, or at best only half true. In the stress of war they are shaken out of their apathy towards religion or their contentment with specious philosophies of life, just as they perceived the real nature of the pagan fanaticism against which the Allies were fighting. They discuss, and ask questions. They read books which before did not appeal to them. They agree that religious instruction and daily worship must henceforth be regarded as an essential part of the education of children and adolescents. But what will happen now the war is over? Sir Richard Livingstone and the Adult Section of the National Society's Education Committee, in their report on *The Church and Adult Education*,[1] have surveyed the situation and wrought out a plan. This concerns not only the work of the Church of England and the Churches generally, but also the development of adult education under the new Act and the equipment of parents and teachers, upon whom children depend for so much of their religious upbringing.

In the first place the report advocates a bold policy of advance and reconstruction within the Church of England, giving adult education its due place at every point, from the Central Church Council for Religious Education down to the individual parish. It calls for thorough organization and trained leadership, capable both of extending work of the high standard reached in the best of the Church tutorial classes and of carrying into civil life the informal approach which has evoked so great a response from men and women in the Forces. It suggests the setting up of residential colleges where week-end and summer schools, more prolonged residential courses, and the training of leaders and teachers may be

Digitized by Google

carried on. But in the sphere of general adult education there is a place, say the Committee, for residential colleges established by the Church, and there are many ways in which the Church might cooperate with the local education authorities in the discharge of their new obligation. In short, the Committee's aim is not sectarian propaganda, but that integration of religion with education in the adult field which the Act is meant to ensure in the schools—the difference being, of course, that no element of compulsion is possible or desirable.

Canon Parsons takes a similar line in his booklet, *Re-educating Adults*.[2] This reflects experiments of his own in a parish and a deanery, and draws largely upon the experience gained by the Churches' Committee for Supplementing Religious Education among Men in H.M. Forces, in connexion, for example, with the " Padre's Hour ". He emphasizes particularly the dangers of an intellectual development which is unbalanced. " We used to hear about the evils of a purely literary and unscientific education. We are now facing the far more serious evil of a purely scientific and non-literary education "—as a result of which we develop a habit of mind which fails to connect fact with value. This peril is intensified by the extent to which " for the vast majority religious education, like secular education, ceases just at the point when the growing individual is reaching the age of maturity, when intellect is ripening and experience of life is developing ".

There is no doubt that, if this country is in future to be more than nominally Christian—if, that is to say, our personal, economic, political, and social activities are to be transformed by the Christian spirit and ethic—we must be more concerned with reasons for the faith that is in us. Contented ignorance with regard to Christian belief and principles of conduct, incomplete or distorted knowledge of the facts on which these are based, and slackness in relating religion to life have been our growing weakness as a people. This is a most mischievous folly, of which no one can rid us but ourselves. Whatever progress is made in the schools under the Butler Act we cannot afford to stop at the age of 15 or 18. We cannot become a Christian nation unless as adults we are perpetually exploring the meaning of Christianity.

We may well be encouraged in that direction by the lead which Coventry is giving the country in its scheme for instituting, as part of the plan for rebuilding Coventry Cathedral, a Christian Service Centre in which the Church of England and the Free Churches will cooperate to provide common facilities for worship, study, and " the relation of every department of the life of the community to the life of the Church ". This is no sentimental project, but, as the recently published Constitution shows, a well-ordered plan for the effective use of man-power and money, the united resources of Churches looking towards reunion, in the endeavour to understand the Christian faith and follow the Christian way as a living, purposive community.

Meantime the campaign to recruit teachers for the schools must be pursued with all possible vigour if our hopes of educational reconstruction are not to be frustrated. *The Key to Christian Education*[3] is a brief and challenging summary of the facts concerning Church Training Colleges and their future. *What Are You Going To Be?*[4] is a parallel statement to be put into the hands of boys and girls who, about to leave school, are asking very practical questions about the profession of teaching and how to enter it. Both pamphlets take as their starting point " the explicit

(*Continued on page 560*)

WHY KERB DRILL?

The restoration of basic petrol brought, *overnight*, a threefold threat to the safety of school children ... increased traffic, cars inadequately overhauled, some drivers a little rusty too.

Pre-war figures show that 25% of all pedestrians killed in road accidents are children under 11.

In some areas, 1 boy in 12 meets with an accident during the 9 years of his school life.

To aggravate present dangers, no child under 8 can have any experience of normal traffic. Few children up to 12 years can remember peacetime conditions.

By regular training in Kerb Drill and correct road usage, teachers are giving effective help in the avoidance of fatal accidents and injury, especially among the most accident-prone groups of young children.

KERB DRILL

1 At the kerb, HALT
2 EYES RIGHT
3 EYES LEFT
4 EYES RIGHT AGAIN, then if the road is clear
5 QUICK MARCH
DON'T RUSH—
cross in an orderly manner

Keep Death off the Road

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS',
Dept. F, 13 Victoria Street, Huddersfield

GARDENING CLOGS for SCHOOL CHILDREN
BUY NOW WHILE STOCKS ARE AVAILABLE. NO PERMIT REQUIRED.
1 COUPON
WILLIAM PATTERSON & SONS
77 to 93 OVERGATE, DUNDEE

Digitized by Google

emphasis on a training in Christian faith and practice as the basic preparation of the teacher for his work in the school". Another pamphlet which many people will welcome is Canon Barker's *The Education Act, 1944*,[5] for it condenses into a dozen pages the essence of the Act, particularly with regard to county and voluntary schools, and religious teaching.

[1] **The Church and Adult Education.** (1s. National Society.)

[2] **Re-educating Adults: an Essay on Adult Religious Education.** By Canon R. E. PARSONS. (1s. 6d. C.C.M.F., Townsend House, Greycoat Place, London, S.W. 1.)

[3] **The Key to Christian Education: the Opportunity of the Church Training Colleges.** (3d. Press and Publications Board of the Church Assembly.)

[4] **What are you going to be?** (Free, postage 1d. per copy, 2d. for 25, 3d. for 50, 4½d. for 100. Press and Publications Board of the Church Assembly.)

[5] **The Education Act, 1944: a General Summary.** By Canon G. D. BARKER. (2d. National Society; S.P.C.K.)

ANGLO-SAXON ENGLAND

By C. H. WILLIAMS, Professor of History, King's College, London

IF any justification were needed for Professor Stenton's description of Anglo-Saxon England* it would not be difficult to provide one. Some forty years have passed since a survey similar in kind was made, and much has happened in historical research during those years. Books and articles dealing with special problems and varying aspects of the period have been numerous. Old dogmas have been challenged, new theories have been expounded, criticized, rejected, modified. On many questions certainty has given place to scepticism, while on some, on the other hand, evidence of a new kind, or the application of a new technique in historical criticism has brought fresh knowledge, and justified what previously could only be regarded as a tentative hypothesis. Most important of all has been the shift of interest in the period. Historians have given up trying to provide new answers to some of the old problems, they have been busy asking new questions instead, and even if they have not as yet been able to give satisfying answers to all of them, they have at any rate opened up new approaches from which fresh glimpses of the Anglo-Saxon landscape can be seen.

Little wonder if, with all this activity, the output of historical literature on the Anglo-Saxon period has become unwieldy, and the advance in knowledge has tended to remain almost exclusively the property of the specialist. It is high time for a layman's right of way to be opened up again. The plain man should be given some idea of what all this activity has produced. Such a task calls for very special qualities, but in Prof. Stenton they were all at hand. No scholar of his generation has done more than he to elucidate some of the most technical problems of the period. In his books and papers he has cleared up many doubtful points, while the stimulus of his researches has been responsible for not a few of the new ideas which have distinguished the study of the period in recent years. It was just that he who has done so much of the specialized work should now be called upon to act as interpreter and guide in a series which aims at putting before the public a synthesis of modern historical knowledge. If we may say so, the converted poacher has proved an admirable gamekeeper; the disciplined researcher has shown that he can expound his subject in a way that can be appreciated by those who are not themselves experts in the subject.

His task was not an easy one. The period he had to cover extends over five centuries, and its length is the least of the problems it presents to the historian. Far worse is the nature of the available source material and the uneven way in which it is distributed over the period. In many places the chronology cannot even now be fixed: gaps in the evidence can be filled only by patient piecing together of scattered *trivia*: an important thesis must often depend upon the interpretation of a single word in a document. To attempt a simple flowing narrative in such circumstances would be neither possible nor desirable. It would be out of keeping with the general trend of modern scholarship, the achievements of which it is the purpose of this book to make clear. Prof. Stenton has approached his task in the spirit which has characterized all his previous work. He has had one purpose consistently in mind. If we were asked to define it we should borrow the words he himself uses to describe the Conqueror's purpose when he caused the Domesday Survey to be made: he wished, Prof. Stenton tells us, to know more about England, how it was peopled, and with what sort of men. And throughout this fine book these are the questions the author has kept steadfastly before him. At every step what he is concerned to show his readers is the mingling of ideas, personalities, difficulties, disappointments, and achievements which combined to make the destinies of the English folk in their passage from the dark days of settlement in the fifth and sixth centuries to the defeat of the civilization they created, and the imposition of the 'New Order' which grew out of the work of William the Norman. His book is first and foremost a study in human society.

Through all the uncertainties of the long period of Anglo-Saxon development there are times when it is not always easy to discern the solid achievement. The great merit of this book is the clarity with which the author has pointed out the lines along which it should be sought. These centuries were rich in performance as well as in promise: the emergence of an effective monarchy casting its influence over the whole country; the gradual imposition upon Anglo-Saxon society of a framework which was the product of centuries of obscure development; the decisive, though slowly-won, fight between the Roman priest and the forces of heathenism; the spiritual heights attained by the religious; the development of a unique phase of intimate association between lay and spiritual authority in the government of the English Church; the flowering of Anglo-Saxon culture. These are great themes, and they stand out boldly, even though they are expounded with due attention to the problems of detailed scholarship without which they cannot be understood. But there is more. The book is rounded by a discussion of the greatest of all the problems of the period, the sequel to the events of 1066. Whatever opinions may be held about the Norman Conquest, and—as Prof. Stenton shows—there is no unanimity amongst historians, one thing is tolerably clear. The Conquest marked the end of Anglo-Saxon England. A new spirit entered English life. Not the least important contribution in this book is the clear revelation of what that spirit was.

Specialists will find many things here which will give them thought. They will admire the crisp discussions of thorny historical problems, the fresh restatement of old puzzles, the skilful use of place names and coinage evidence to throw unexpected light on difficulties, the suggestive application of

* **Anglo-Saxon England.** By Prof. F. M. STENTON. (The Oxford History of England.) (21s. net. The Clarendon Press.)

Digitized by Google

genealogical studies. . . . But the specialist can look after himself. It was for the general reader and the student that this book was primarily intended. And they—unless they be very dull dogs indeed—will find that it does what its author intended it to do.

THE TEACHING OF BIOLOGY

By Major T. H. HAWKINS, Army Education Corps

THE Cambridge Joint Advisory Committee for Biology has performed a valuable service to education by preparing these sixth-form syllabuses in Botany, Zoology, and Biology.[1] Too long has the work of the top forms of our secondary schools and, consequently, the lower forms also, been dominated by the academic curricula of the universities. One must, therefore, applaud the work of the Committee in seeking to promote educational standards more closely related to adolescent interests and experiences. Not that the break with the university syllabus is complete or revolutionary. The Committee recognizes, for example, that they have not been able to go as far as they would wish in developing an integrated science of biology instead of the often imperfectly related but convenient divisions of zoology and botany into which the subject is usually divided. But compromise and gradualness are the usual methods of evolution, and one appreciates that it is difficult suddenly to break away from the customary divisions with their time-honoured university connexions and influences.

To be effective a syllabus must be related to the system of training in practice. Nevertheless, one can share the desire of the Committee that future revisions of biology syllabuses shall reflect the advance of a natural process of integration within the subject as taught in schools. One might go still further and express the wish that one or two of the university examining bodies will act more boldly than the present Committee in breaking the vicious circle in which sixth-form students take the subjects of zoology or botany either separately or masquerading under the heading of biology, with syllabuses consisting of mere attenuated versions of their university counterparts.

In assessing the merits of the books under review, it might be useful to consider the purpose of biology teaching. This, states the Committee very aptly, should be twofold. It should introduce the student to the variety of plant and animal life and to the problems connected with it. It should also teach him to handle problems in a scientific manner. To do this, it is necessary to start from the student's everyday experiences and interest in the biology of living things and to build up his biological outlook from these. *Readers in Elementary Biology*,[2] which comprise four books drawn up on a seasonal basis, would be eminently suitable for young students taking up the subject for the first time. *The Rabbit*[3] is the latest addition to Whitwam Jones' series of *New Style Exercises in Biology* and, like the others, will either be greeted with avidity or scornfully rejected according to the teacher's attitude to work-books regurgitated from another's throat.

Most teachers of zoology are familiar with Sir Arthur Thomson's work,[4] which has now been revised, for the first time since his death, by an old student, Professor James Ritchie, himself widely experienced in the teaching of zoology. As a textbook the work has few betters in zoology, but Ritchie's claim that it would be suitable for both

(Continued on page 562)

The Aspirin that Everyone appreciates!

Alasil
The New & Improved form of Aspirin

'ALASIL' Tablets provide the full pain-relieving benefits of the purest aspirin together with the stomach-soothing and antacid properties of 'Alocol.' That is why 'Alasil' can be taken by **everyone**—even by those with sensitive digestions—and why it helps to overcome the digestive unrest frequently associated with most forms of nervous pain.

This unique double-action effect has long been known to, and appreciated by, Medical and Dental practitioners and specialists, by whom 'Alasil' Tablets are widely prescribed.

Having the advantage of breaking up at once in water, 'Alasil' Tablets are easy to take and quick in action. Take 'Alasil' next time you have **Headache, Toothache, Cough or Cold, Rheumatic Pain, Periodic Pains or Digestive Trouble** due to acidity. You will be surprised and delighted with the result.

In Bottles 1/11½ & 1/5. Cartons 6d. AS53

DRYAD
HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET. W.C.1

Digitized by Google

Intermediate and post-Intermediate students can hardly be accepted. Any Intermediate student confronted with a text-book of a thousand or so pages of closely packed detail can scarcely be blamed for putting up his mental shutters. A book of a lower standard would be much more acceptable to him. Thomson's *Outlines* would serve as a useful reference book for the Intermediate grade and a comprehensive text-book for the post-Intermediate.

So much for the more formal study of biology. The other three books would all be useful in providing the teacher with that background of knowledge which is essential if his teaching is to arise out of his students' every-day experiences. *British Agriculture*[5] could, *inter alia*, form a ready introduction to a series of lessons on food and nutrition, while the books by Schofield[6] and Rowe[7] contain a great deal of information and advice from practical men which would be invaluable in schools where the biology teaching is carried on, whenever possible, by the direct method of learning by doing.

[1] **Cambridge Joint Advisory Committee for Biology: Syllabuses in Botany, Zoology, Biology.** (6d. Cambridge University Press.)

[2] **Readers in Elementary Biology.** By C. B. RUTLEY, in collaboration with L. J. F. BRIMBLE. Winter Book—November, December, January, and February. (2s. 9d. Macmillan.)

[3] **The Rabbit: a Work Book in Biology based on the Mammal.** By F. WHITWAM JONES. (1s. 6d. Dent.)

[4] **Thomson's Outlines of Zoology.** Revised by Prof. J. RITCHIE. 9th Edition. (28s. net. Oxford University Press.)

[5] **British Agriculture.** By L. F. EASTERBROOK. (British Life and Thought.) (1s. net. Published for the British Council by Longmans.)

[6] **Teach Yourself Bee-keeping.** By A. N. SCHOFIELD. (3s. net. English Universities Press.)

[7] **Trees and Shrubs, and how to grow them.** By W. H. ROWE. (A Penguin Handbook.) (9d. Penguin Books.)

DANGER ON THE ROADS

ROAD Accident Bulletin, No. 19,[1] for August, 1945, published by the Royal Society for the Prevention of Accidents, includes a number of statistics which should startle the most complacent user of the roads. From 1930 to 1939 there was some reduction in the number of accidents on the road, but in the years of war this progress was most unhappily checked. In 1944 the number of children killed in road accidents showed an increase compared with the two previous years. On an average, 65 children were injured each day, four of them fatally. Two-thirds of the child walkers killed were between the ages of 3 and 7, with 5 as the peak period. Two-thirds of the cycling fatalities occurred between the ages of 11 and 14.

The Nuffield Organization has now initiated a campaign for the saving of life on the roads and in particular for the saving of the lives of British children. They feel that, as they have been largely responsible for the increased usage of the roads, they owe a debt to the community to make a contribution to the cause of Road Safety. They take the view that the best hope of bringing about a substantial reduction in the number of road accidents is through the intensified training of children. Obviously, the best people to carry out such training are the teachers, but teachers are already burdened with a multiplicity of duties beyond those of class instruction in the school and need all the help that can be given to them. With this object in view the Nuffield Organization have produced a booklet and a pamphlet which, we are sure, will be warmly welcomed by both parents and teachers. The booklet, *Help Them to Safety*,[2] is full of useful suggestions on both content and method, and is enlivened by a number of graphic drawings for reproduction on the blackboard or elsewhere. There is a foreword addressed to the teachers, followed by six lessons: (1) Crossing the Road, (2) On the Way to School, (3) After Dark ("I can see the motor-car, can the motorist see me?"), (4) The Child Cyclist, (5) Equipment (containing suggestions for models to reinforce the lessons), (6) Enlisting the Parents.

The pamphlet, *Look Before You Leap*,[3] contains some fourteen lively doggerel verses, the lesson of each of which is enforced by a brightly coloured and highly effective illustration. We hope that all persons concerned with the welfare of children will take the trouble to obtain copies of these productions and will act upon the suggestions they contain. If so, we believe that this new effort on the part of the Nuffield Organization may lead to an appreciable reduction in the appalling number of road accidents in which both children and adults are involved.

[1] **Road Accident Bulletin**, No. 19. (6d. each, 4s. per dozen. Royal Society for the Prevention of Accidents, Terminal House, 52 Grosvenor Gardens, London, S.W. 1.)

[2] **Help Them to Safety.** (Nuffield Organization, Cowley, Oxford.)

[3] **Look Before You Leap.** (Nuffield Organization.)

PAX ROMANA

By CHARLES DOUIE, Secretary, Ramsay Memorial Fellowships Trust, late Secretary of University College, London

THE Headmaster of Bedford School has written a book on Rome[1] which, he avers, contains topics lacking any examination value but fascinating and mattering tremendously to-day. He has written it "primarily for enjoyment". In this way he has certainly ministered to our enjoyment, and will probably assist many boys and girls to pass examinations, for so lively and entertaining an account of a very human people will create an interest which, at the outset, grammatical studies do not always evoke. On page 164, Mr. Grose-Hodge makes some remarks which would annoy those in love with totalitarian doctrines. "A slave", he says, "was necessarily a man without a conscience." "To a slave", said Petronius, Arbiter of Elegance at the Court of Nero, "nothing is wrong which his master orders." This is, of course, the ethic of the Totalitarian State, which we, as free men, seek to destroy.

Since Polybius of Megalopolis in the second century B.C., Rome has found many from far lands to love her, but none more enthusiastic than Professor E. K. Rand, of Harvard University.[2] Poets are great lovers, and a picture of Rome, drawn from Virgil and Horace and Danté, belongs to the realm of imagination rather than of history. But criticism is silent in the face of so much zest, so sincere an affection for a Rome which to the author at any rate is incontestably real. It is necessary to warn readers that they must know Latin and Greek and Italian to get the full flavour of Prof. Rand's scholarship. And the evidence that some of Horace's odes were written in the interests of certain prominent wine merchants seems a little thin. A man should be able to exclaim *Vile Sabinum* without incurring the imputation of being a traveller in *Falernian*. To this day Italian vintages are of very unequal merit.

Digitized by Google

To Methuen's *History of the Greek and Roman World* Professor Salmon has contributed Volume VI,[3] and he is fortunate in having for his subject the Augustan Age and the Emperors from Tiberius to Hadrian. This is a very tidy book, in fact so tidy that it tends to remind the reader of the latest filing systems. A paragraph for everything, and everything in a paragraph. It is perhaps a matter for regret that Prof. Salmon sticks so closely to history; of 363 pages twenty are allotted to literature and art. Prof. Salmon makes no attempt to rival Gibbon in fine writing, but his scholarship draws on the most recent sources and is unquestionably conscientious and exact.

[1] **Roman Panorama: a Background for To-Day.** By H. GROSE-HODGE. (8s. 6d. net. Cambridge University Press.)

[2] **The Building of Eternal Rome.** By Prof. E. K. RAND. ($3.50; 20s. net. Harvard University Press; Oxford University Press.)

[3] **A History of the Roman World from 30 B.C. to A.D. 138.** By Prof. E. T. SALMON. (20s. net. Methuen.)

History

1. The Orient and Greece
2. Rome and the Middle Ages

By Dr. C. E. PHILLIPS. (Dent's Source Books for Canadian Schools.) (3s. 6d. each. Dent.)

These two volumes were first published in 1938 for Canadian schools. Useful advice is given with regard to their use. "First read a chapter of your text-book or some other general history, and *then* read the sources which illustrate the period covered by the chapter." "Use the index at the back of the source book to find all the illustrative material on any topic such as 'architecture', or 'government', or 'money'." "Ask the librarian for translations of the full works of authors that you find interesting." Both volumes have a number of valuable illustrations, and contain extracts from the Bible, translations from a number of classical authors, and some apt quotations from modern writers. Both volumes should find a place in the library of every secondary school. They will be found most helpful in the preparation of essays and orals, and during the study of classical authors and of ancient and modern history.

Saxon and Viking

By E. K. MILLIKEN. (2s. 6d. Harrap.)

In *Saxon and Viking*, Mr. E. K. Milliken has put to the test his belief that for young children few periods offer a more attractive blend of romantic incident and practical detail than the Anglo-Saxon period. His little book is an admirable example of what can be done with this period, and it is to be hoped an experiment which was worth making will attract some enterprising teachers to explore the possibilities suggested in it. The author has included plenty of practical work, including suggestions in his own special field of historical handiwork.

A Shorter European History, 1756–1943

By G. W. SOUTHGATE. (3s. 3d. Dent.)

A Shorter European History, 1756–1943, by G. W. Southgate is a simplified introduction based to some extent on the author's longer text-books of European history. Amongst the features intended to help candidates for examinations are chapter summaries, thumbnail biographies, alphabetically arranged, of notable people of the period, and lists of rulers. The whole provides a competent elementary text-book which should prove useful.

(*Continued on page 564*)

ARNOLD
LEEDS

Choral Music for the Secondary School
A complete course for the first four years in music from first principles by

CHARLES HOOPER, M.A., D.Mus., L.R.A.M.

SCHOOL MUSIC READERS

IN FOUR BOOKS

Whenever music is being seriously studied from first principles, this is the course without equal. The "School Music Reader" has the warm approval of the highest authorities. Dr. Hooper, Music Adviser and Inspector of Schools, Bradford Education Committee, is much in demand as a lecturer, and the books have been officially adopted by several large authorities.

Each book is complete in itself and contains in each lesson Modulator Work, Sight Singing, Aural Training, Studies in Rhythm and Pitch, and lessons in Musical Appreciation.

Books I, II, III and IV—each **10d.**
In cloth-lined covers, **3d.** per book extra.
Teacher's Book, **3s.** net.

Illustrated Prospectus or Specimen on request.

E. J. ARNOLD & SON LTD. LEEDS 10

'Milk of Magnesia' (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

Digitized by Google

Miscellany

Ways and Means of Rebuilding: being a Report of the London Conference of the Town and Country Planning Association, 1943

Edited by D. TYERMAN. (8s. 6d. net. Faber & Faber.)

Ways and Means of Rebuilding is a report on the London Conference of 1943 to which the experts contributed five excellent papers after an opening statement from Sir Montague Barlow. Those who heard the speakers will find this volume, edited and with an introduction by Donald Tyerman, a valuable record, whilst those who were not there will be attracted by the names—Mrs. Joan Robinson, Walter Hill, F. J. Osborn, W. Manning Dacey, and Raymond Evershed—who dealt respectively with: Implications of a Full Employment Policy; The Scale of Building after the War; Rebuilding in City Areas; Finance of Housing and Rebuilding; and Competition and Betterment.

We were the Foreigners

By R. L. HAYWARD. (8s. 6d. Wilding & Son, Ltd., Shrewsbury.)

This is an account of the experiences of the author with British boys on tour in Corsica, France, Belgium, Holland, Luxemburg, Germany, Austria, Switzerland, Atlantic Isles, Spain, Majorca. The story is an interesting one. The boys learned much about the history and customs of the countries which they visited and were very kindly received. There were, however, some difficult moments. A happy week on an island on the Meuse was rudely interrupted by a visit from an Inspector of *Ponts et Chaussées* who informed them that they had no business there. However, the chief inspector at Dinant took a generous view of their lapse: "Well, as you've been here a week already, I think we might stretch a point." At Coblenz there was a more serious incident. One of their party—a young German—finding their progress obstructed by a garden gate, broke through it, followed by his companions, into a garden where a peasant was working. He was so infuriated by the trespass that he hurled his pick-axe into the midst of the boys, narrowly missing one of them. In Spain, six of the boys, driving in a taxi, were held up by two Civil Guards who pointed rifles at them and took them in custody. It appeared that the taxi-man had broken the law by allowing a passenger to sit beside him on the front seat. The boys were let off with a caution, but the taxi-man was detained.

We have no doubt that with the return of peace there will be a great revival of these visits to foreign lands. In the Appendix a number of useful hints are given to any who contemplate organizing such visits. The book is enlivened by ten illustrations by George Hooper, and there are outline itineraries of the tours and sketch maps.

Music

The Physics of Music

By Dr. A. WOOD. (21s. net. Methuen.)

This is a book to purchase and not to borrow, otherwise the lender may have reason to regret his indiscretion. It is described as "an attempt to present to those interested in music the knowledge which we have to-day of that interesting border-line territory which lies between Physics and Music". In reality, however, it is much more than this, for, though parts of it make difficult reading for the non-scientific student, every page is well worth study and re-study by the musician.

Teach Yourself Music

By K. PALMER. (3s. net. English Universities Press.)

While this book certainly gives some useful information *about* music and musical instruments, it would not, presumably, claim to be able to teach any one *music*, which is a very different thing and usually the result of contact with, and tuition by, a number of professional musicians at various stages of one's life. The impression gained by reading this book, especially the chapter headed "Do you want to Compose?", is that one can start from scratch, and with the help of a printed tutor or two make considerable progress in any branch of the art; but this is surely not the experience of the majority of music students, however elementary their standard. Moreover, the choice of song he gives us for a "first solo" on p. 118 is not reassuring. The best chapter in the book is probably that entitled "How to Practise".

Mr. Pepys and His Musique: Three Scenes with Incidental Music of the Period

By IRENE BENNETT. (2s. net. The Shakespeare Head Press, Oxford.)

The author has attempted to give a background to a period in English social history when music was a part of everyday life, but she has also succeeded in giving a valuable background to choral work and recorder playing in our schools. The usual selection of pieces for the latter at almost any school concert lacks continuity and cohesion, but in each of these three scenes the recorder plays an integral part, and the dramatic setting greatly enhances its effect.

Philosophy

Reading and Reasoning: a Course in Intelligent Reading and Comprehension of the Spoken and Written Word

By J. W. MUSSON. (3s. 6d. net. John Crowther, Bognor Regis.)

The author says in the introduction: "Intelligent reading does not mean the passive acceptance of statements read and the attitude which regards the printed word and truth as synonymous terms; on the contrary, it means an attitude of mind which brings reason to bear on every word read and heard, and which allows reason and not emotion to decide what response shall be made to the written word." He asks whether children in school are taught to understand what they read and "to read intelligently the various slogans, advertisements, and newspaper reports which confront their eyes wherever they look". This is an ideal aim which all teachers should have in mind, though it would be foolish to expect more than partial success. Even highly-educated adults allow their thinking to be governed by their prejudices, and no amount of logical analysis is likely to overcome this weakness of human nature. Any attempt, however, to call the attention of teachers to this important aspect of this work is to be welcomed. Mr. Musson's book covers many of the fallacies into which we are apt to fall, and the tricks by which dishonest or only partially honest rhetoricians, politicians, and advertisers try to delude us into believing what they want us to believe. Teachers will find the many examples, exercises, and tests included in the book both stimulating and useful. The author says that, though when writing the book he had older children in mind, he has used it "with great success" with boys of 11.

Digitized by Google

E
42

THE JOURNAL OF EDUCATION

THE LIBRARY OF THE
JAN 5 1946
UNIVERSITY OF ILLINOIS

A MONTHLY RECORD AND REVIEW
with which is incorporated
THE SCHOOL WORLD

ALL RIGHTS RESERVED

Vol. 77, No. 917 DECEMBER 1945

Editor: E. SALTER DAVIES, C.B.E., M.A.
Office: AMEN HOUSE, WARWICK SQUARE, LONDON, E.C. 4. Tel.: CITY 7701

PRICE 1s. 3D. BY POST 1s. 5D. SUBSCRIPTION FOR TWELVE CONSECUTIVE NUMBERS 12s. 6D. POST FREE

CONTENTS

	PAGE
NOTES AND COMMENTS	569
THE SEARCH FOR A PHILOSOPHY OF EDUCATION. *By Sir Fred Clarke*	574
EMERGENCY TRAINING: PROBLEMS AND POSSIBILITIES. *By M. M. Lewis*	576
WORLD YOUTH CONFERENCE. *By J. Macalister Brew*	578
A SCHOOL AT WAR. *By K. A. T. Pinnock*	579
PRISONS AND BORSTALS. *By a Correspondent*	582
THE DIAGNOSTIC YEARS. *By David Jordan*	584
CORRESPONDENCE *Adult Education and the W.E.A.; General Science and Topics; Parity of Conditions; International Cooperation.*	588
SCOTLAND, WALES, AND NORTHERN IRELAND	592
EMPIRE AND FOREIGN NEWS *'Children Out of Uniform.'*	596
EDUCATIONAL MEETINGS	598
PERSONAL NOTES	600
TOPICS AND EVENTS	602
NEW BOOKS *The Education of Young Children; Youth Service; Introducing Economics; Building Crafts; The Teaching of Physics; Some Christmas Books.*	608

NOTES AND COMMENTS

IT must have been with no small satisfaction that Miss Ellen Wilkinson read before the Plenary Conference on November 14 the Preamble of UNESCO. This new body, created by the conference in London of delegates of 43 nations, represents the fruition of the work in England of a number of devoted educationists of this and allied countries. Its immediate parent was the Conference of Allied Ministers of Education formed by Mr. Butler in the middle of the war, but many factors have contributed to bring it into being. As the United Nations Educational, Scientific, and Cultural Organization it will become a part of the United Nations Organization, but will have its headquarters in Paris—historically and in many other ways a fitting location. The words of the Preamble carry inspiration and show constructive vision. It was evident that the Minister of Education felt this as in clear and emphatic tones she pronounced the opening words: "Since wars begin in the minds of men it is in the minds of men that the defences of peace must be constructed" and later, "The States parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples, and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives."

UNESCO

UNDOUBTEDLY the outstanding feature of the Conference has been the goodwill which has animated every part. It was inspiring to hear the delegates of so many nations plan together in such harmony and with such genuine friendship. One felt that among these delegates the brotherhood of man was already an accomplished fact: from them, through the new Organization, it will radiate outwards till ultimately it is felt in the densest jungles and the coldest wastes. Of course there have been differences of opinion, always on method and never on ultimate purpose, and often these differences have been stated with intense earnestness and eloquence, but never with hostility or anger. If proof were needed that it is in the field of education that international co-operation needed to begin, this Conference has provided that proof. Of what other international conference can such reports of undisturbed goodwill be given — a

Its Scope and Purpose

Digitized by Google

conference which has achieved success in a measure of time far less than was expected? So when eighty delegates visited England's oldest city of learning on November 17 and were received by the Vice-Chancellor, they had behind them a record of unique achievement. They had established for all the world that principle of interchange of scholars for which Oxford had stood even in the twelfth century, before it could be definitely classed as a university like its older sister, Paris, and they had opened up vistas of intellectual and spiritual advancement which may carry mankind beyond anything yet dreamed of. There was only one cause of regret—the absence of a delegation from the U.S.S.R.; but so great a country, which has done so much for the education of its peoples, and provided also for them State theatres, ballet and art, cannot long stand aside. We cannot achieve our objects without her help, and we cannot believe that she will not want to make her great contribution to world happiness. We hope to publish a report on the Conference in our January number.

Teachers in the Forces

IN the debate in the House of Commons on November 9 on Teachers (Releases), Mr. Kenneth Lindsay made a strong protest against the slow rate at which teachers were now being released from the Forces. He said that up to the time of speaking only 1,000 of 10,000 teachers in Class B had been released. He was dissatisfied also with the rate at which emergency colleges were being set up. At the time of speaking there were five Emergency Colleges with 830 students, and in the following week a sixth was to be opened which would bring the number up to 1,000. The Minister had said that she hoped that by 1947 there would be 3,500 teachers in the emergency colleges. "If this hope was realized", said Mr. Lindsay, "we should still be short by thousands of the number of qualified teachers needed to put the Act into operation." He pointed out that there were very large classes, going up to as many as 50, 60, and 70 pupils in the primary and infant schools, and added that there was a deterioration in the standards among those arriving at the secondary stage—an inevitable result of six years of broken security in child life and the strain upon teachers which has been so magnificently borne by them.

Emergency Training

MR. LINDSAY made it clear that he fully realized the difficulties the Minister had to face and that what he wanted was to strengthen her arm. He went on to make an interesting constructive suggestion. "The Ministry of Education", he said, "was never constructed to do the executive work." It "suggests, finances, encourages, and so forth; the only thing it operates or runs is the Royal College of Art in South Kensington, and it has a very active body to do that". His suggestion was "that this work should now be handed over, as far as its executive operation is concerned, to the local education authorities", and that "there should be set up an emergency directorate, with a distinguished chairman who has educational experience and administrative drive . . . somebody rather outside the normal run of the Civil Service". In reply, the Minister said that she thought that no committee could help in the matter. In our September number we expressed our anxiety at the slow progress that had been made in the recruitment and training of the additional teachers needed for the implementation of the Education Act of 1944, and pointed out the deplorable results which would be bound to occur if, when the age was raised, the older pupils were to continue to be taught under the old conditions in classes the size of which made effective work impossible. We are sure that the Government will do all in their power to speed up the present administrative machinery.

Selection and Opportunity

IN the presidential address at the Annual Conference of the National Federation of Class Teachers the Ministry's pamphlet, *The Nation's Schools*, was criticized because it contemplates the retention of the three existing types of secondary school with their sharp differences of opportunity. This was deplored because it involves the retention of a process of selection at the age of 11, which up to now has had the effect of drawing 85 per cent. of our children into senior elementary schools as (so the speaker is reported to have said) "hewers of wood and drawers of water". Because this type of argument is at the moment fashionable and popular in some quarters, it is all the more necessary carefully to examine the soundness of its logic. In the first place, the argument confuses the issue by implying that, as was the senior elementary school in the past, so will be the secondary modern school of the future. Owing to the lack of labour and materials, it is true that for some years there may seem in many cases to be little more than a change of name. But it is also true that, when these inevitable difficulties are overcome, the secondary modern schools will be housed in buildings and provided with playing-fields beside which those of many grammar schools will seem old-fashioned and inadequate. They are already staffed by men and women paid on the same basic scale of salaries, who will in due course also be teaching classes of no more than thirty.

Opportunity and Ability

ALL this is implicit in the new Act and the Ministry's administrative regulations, and it requires little imagination to see the effect which these changes will have on the standing of the secondary modern school and its pupils in the eyes of parents and the general public. But there are other and more serious flaws in the argument. There is the assumption that sharp (and by implication unjust) differences in opportunity are somehow caused by the existence of more than one type of secondary school. As long as places in grammar schools could be bought for children of abilities often much inferior to those of children excluded through lack of means it could be alleged that access to a type of school, rather than the child's ability, determined his future. The Act has already made this a thing of the past. No Act of Parliament, however, can alter the

Digitized by Google

extraordinarily wide differences in the abilities with which children are innately endowed, or the advantages (and duties and responsibilities) which arise from superior gifts. All that our legislators could do was to make it easier for each child to realize the potentialities within him—to ensure that difference in ability, and not in wealth or social position, should be the real determinants of educational opportunity.

Facts and Values

THE fallacy that education can alter innate intellectual ability is still far too widespread. What education can and must do is to provide the best possible environment for the full development of such ability as each child possesses. If we labour the point it is because of its importance, and because wishful thinking can so easily overlook the obvious. Abolish your three types of secondary school—disguise how you will the inevitable problem of choosing for each child the school (or course within a multilateral school) best fitted to meet his needs—still you will not alter or conceal from parents the wider opportunities open to those endowed with a high degree of intelligence. Teachers and educational administrators must recognize what to psychologists is a commonplace—the supreme importance of the general factor of intelligence in determining the needs and capacities of individual children. And, when this has been recognized and accepted, there is urgent need that the use made by each child, and not the number, of the talents he possesses should be the criterion by which both he and his education are judged. Above all, the suggestion that manual work, dismissed as hewing wood and drawing water, is somehow an inferior occupation is a disastrous corruption of values both for society and for the happiness of individuals. Manual work is a skill and a service in which the majority of children may find their true bent.

The Machinery of Selection

IT is, of course, the unequal distribution of intelligence which makes a process of selection at some stage essential, and this, as the Ministry has wisely observed, " is not necessarily easier to solve within one school than between three schools ". The important task is to make the process of selection as efficient as possible, and at the same time to reject any bureaucratic allocation of children to schools, or to courses within them, without any consideration of parents' wishes. There is plenty of evidence to show that tests of attainment and of general intelligence, supplemented but not supplanted by the estimates of teachers in primary schools, are capable of discriminating effectively even at the age of 11 between children's needs and general abilities, though at that age they cannot distinguish specific aptitudes. The virtues of a well-conducted Special Place examination as an instrument of selection were by no means negligible, as most teachers in primary schools would agree. Its defects lay in its finality, and in the emphasis it laid on a child's performance on one day of considerable strain. Both defects are remediable; the first by insisting on proper provision for later transfers, and the latter by eventually holding a series of standardized tests over a period in the primary schools, and embodying them n a record card, together, of course, with all else that can be helpful. Parents must be given an opportunity of indicating in an order of preference the schools they would like their children to attend, and their preferences must be met in so far as accommodation and their children's abilities permit. It is important that teachers in primary schools should accept the responsibility of educating parents in the exercise of this power of choice.

The School's Function

IT is important, too, that the amount of accommodation at present available in the three types of school should not continue to be the real determinant of selection. If they knew the facts, parents would not tolerate the wide differences in provision, and consequently in standards of selection, to be found even in adjacent districts of the same local authority. But, above all, the task of defining the function of each type of school cannot be evaded indefinitely. The tentative attempts of the Ministry in *The Nation's Schools* were on the right lines, but, like many formulæ devised to secure general agreement, were open to wide differences in interpretation. The chief obstacle to clear and rational definition lies, we suspect, in a reluctance to admit clearly and unequivocally that in the interests of the children the different types of schools must cater for different levels of ability and their resultant educational needs. This reluctance, as the Ministry pointed out, will be overcome only when there is a change in accepted social values and a change of outlook among educationists themselves—when the value of an education is judged " by the degree to which it succeeds in making the most of the individual ".

Direct-Grant Schools

OUR readers will find in our contemporary *Education* of October 19, 1945, the official list of the schools which have applied for direct grant, indicating those applications which have been accepted and those which have been refused, as announced by the Minister of Education in the House of Commons on October 12. Two hundred and thirty-two applications had been received, of which 45 had been granted and 31 had been rejected. The remaining 156 were at that time under consideration. On November 9 Miss Wilkinson stated that 92 schools had been accorded direct-grant status. Miss Wilkinson added: " The number of schools which, prior to April 1 last, received direct grant and which have signified their intention of relinquishing grant altogether is 16 ". In the course of the debate, Lt.-Col. King, M.P. for Penryn and Falmouth, said that he was, he believed, the only Member of the House who is, or was until a month ago, a headmaster of an independent school represented on the Headmasters' Conference, and that in that position he must have refused admission to many hundreds of children with brains because their parents could not afford the fees, while he had had to " accept very many children who had not the brains to benefit from the education we tried to give them, but whose parents had got the money ".

Digitized by Google

The Direct-Grant Controversy

TO an educationist from another country the heat engendered over the fate of the direct-grant schools would be entirely incomprehensible. He would see them as a group of schools chosen on no clear principle and fulfilling the same educational function as other grammar schools which happen to receive grants through local authorities. He would see the distinction between them as purely administrative. If any one doubts the rightness of this view, let him submit to the following test. Here are fifteen grammar schools most, but not all, of old foundation, some large and some small, varying doubtless in academic repute, and serving widely differing areas: (1) King Edward VI School, Birmingham, (2) King Edward VI School, Bury St. Edmunds, (3) King Edward VII School, Lytham, (4) King Edward VII School, Sheffield, (5) Cranbrook School, (6) Warwick School, (7) Exeter School, (8) Reading School, (9) Newbury Grammar School, (10) Battersea Grammar School, (11) West Ham Grammar School, (12) St. Olave's Grammar School, Bermondsey, (13) Bury Grammar School, (14) Blackburn Grammar School, (15) Leeds Grammar School. Which were on the old direct-grant list, and which were aided or maintained? The schools, of course, have been chosen at random for the purpose of the test, and some of the answers* (which we give at the foot of page 596) may, we fancy, surprise our readers. In so far as fact and reason can dispose of a *mystique*, they may dispel the view that the mode of receiving grant bears any relation to past traditions or present standing, or indeed has any educational significance whatever.

Mr. Butler's Responsibility

SO long as the distinction was purely administrative, it mattered comparatively little. That it now matters more than in 1926, when a majority of the schools then receiving direct-grant chose in future to receive aid through their local authority, is the fault of Mr. Butler and the concessions he made to the "deputations of great weight and importance" from the direct-grant schools. We dealt in detail in our June number with the indefensible distinctions which his administration was drawing between the direct-grant and maintained grammar schools. Mr. Butler overrode the advice of the majority of the Fleming Committee, and allowed the direct-grant schools to retain fees, though their abolition was perfectly compatible with the principle of direct grant as such. Mr. Butler is not naïve, and he knew quite well why headmasters and governing bodies attached such importance to the retention of fees, and their effect on connexions, clientèle, and ethos. He reached his disastrous decision on social and not on educational grounds. The consequences, which we have repeatedly deplored, were heightened by his Draft Regulations, which allowed the direct-grant schools privileged treatment, and drew distinctions between them and the maintained grammar schools which had never existed before. It seemed, as we have pointed out before, as though there were influences at work in the Ministry which sought to make the independent and direct-grant schools an upper hierarchy within the new secondary system, and so to evade the spirit of the White Paper and the Act.

A Welcome Change

WE therefore welcome Miss Wilkinson's blunt statement that on this issue there is a fundamental difference between her views and those of Mr. Butler. We agree with her that there is no reason whatever why many direct-grant schools should not become free secondary schools under the local authority. The parents of children attending two Lancashire grammar schools have already protested against the action of the Governors in seeking direct-grant status; we may surmise that they are not alone in failing to appreciate the advantages of raised fees, even if graded in accordance with a means test. We hope that in due course fees will be abolished as a condition of receiving grant in any form, and that the privileged treatment which Mr. Butler accorded the direct-grant schools in his Regulations will be speedily withdrawn. The legend that direct grant was a recognition of past traditions and present standing has of late been sedulously cultivated, but we have shown that it will not bear close examination—until recently grammar schools were adjudged good, bad, or indifferent on their individual merits, and few save the Inspectorate, and the Heads and Governing Bodies of the schools concerned, knew or cared how they received financial assistance from the community. It is our earnest hope that Miss Wilkinson will undo the harm that has already been done, and restore that happier state.

The Revision of the List

WE do not think that Mr. Butler was so surprised or shocked as he claimed at Miss Wilkinson's determination to revise the direct-grant list. "We do not know what the final composition of the direct-grant list will be. It is clear that the present list will need revision." So said Mr. Butler on January 19, 1944. It is for him to reconcile this statement with his private undertaking, publicly revealed, as far as we are aware, for the first time in his recent clash with Miss Wilkinson, that the direct-grant list should remain substantially as at present. First principles are usually better than second thoughts, even when they are occasioned by deputations of the Governing Bodies Association and the Headmasters' Conference. Miss Wilkinson may be trusted to remember that, however august their composition, they represent sectional interests which may be in sharp conflict with those of the main stream of national education, of which they often betray surprising ignorance. The thesis that the direct-grant schools bridge the gulf between the independent and maintained schools will not bear examination. The great majority of them are and should be indistinguishable in educational function and social composition from the aided and maintained grammar schools. The main criterion for inclusion on the new direct-grant list should be a school's claim to non-local character; educational standing and old traditions should be as irrelevant in determining the new list as they clearly were in the composition of the old.

Digitized by Google

"SOME local authorities need to be reminded that they themselves are responsible for the fear of local control which has alone enabled the direct-grant system to survive."

The Surrey Scheme

We were reminded of what we wrote in June when we read of Surrey's plans for drafting all boys and girls between 11 and 13 into comprehensive lower schools before being transferred to upper schools for which their aptitudes fit them. No democratic Government embarks on drastic change without seeking a mandate from the people. The Surrey Education Committee is less cautious; it proposes radical changes without a vestige of evidence that teachers and parents desire them, and in direct opposition to the views of the Ministry: "There are great advantages for a child if he can spend his secondary-school life at a single school . . . , and administrative convenience should not lead to a break at 13 becoming the rule for the generality of pupils; nor should the difficulty of determining for some of them, at the age of 11, what form of secondary education is most suitable, lead to the establishment of schools with an age range of two years."* We have no doubt that Surrey's proposals should be rejected. It is a test case which will show whether the Minister is determined to carry out the duty imposed on her in the Act—"to secure the effective execution by local authorities, under her control and direction, of the national policy". Only so can parents, schools, and children feel secure against arbitrary and ill-advised local experiments.

THE Surrey Scheme ignores the facts upon which wise selection should be based, and which should make a change of school at 13 comparatively seldom necessary. Children of 10 or 11 may have *mental* ages of anything from 8 to 13. Now, mental age can be determined with considerable accuracy by the time a child is 10 or 11. Is it right or sensible that children whose mental age is above or below their chronological age should be deprived of what the Act promises them—"such *variety* of instruction as may be desirable in view of their different ages, *abilities*, and aptitudes"? But, we may be told, children will be grouped according to their abilities in different classes within the lower school. If so, why not group them in different schools as at present, give them the advantages of a staff and a curriculum chosen to meet the needs arising from their different levels of ability, and avoid the general reshuffle and break of school at 13? Not only the abler children will suffer from Surrey's proposals. The comprehensive lower school, faced with the impossible task of designing two-year courses for children with I.Q.s ranging from 70 to 130, will be far less able than a well-run modern school to plan a bold and imaginative curriculum which will grip the interest and meet the needs of the majority of children who are of average or less than average ability. This is a case in which innovation is certainly not reform.

Innovation, not Reform

WE are particularly sorry to see in support of the Surrey Scheme the argument that it will deflect into industrial jobs some of the good material hitherto monopolized by the grammar schools. It is surprising to hear this argument used by many who regard themselves as progressive in outlook, for it bears a curious resemblance to the views of those reactionaries who used to oppose any extension of secondary education because they feared it would deprive industry of cheap labour. It is always other people's children whose interests or whose parents' wishes it is proposed to subordinate to the supposed needs of industry; the function of our educational system is not the direction of labour at 11 or even 13, but the development of the best that is in each child for the ultimate benefit of the community. In fact, of course, the argument is as fallacious as it is unworthy. Industry will have no difficulty in securing all the talent it needs if it offers suitable openings for ability. It is not the fault of the grammar schools that these have often been fewer and less attractive than in other occupations. The best industrial firms have always welcomed boys from grammar schools, and have had no difficulty in recruiting them. The demands of the Services have proved conclusively that the grammar schools can provide a first-class basis for later technical training. The highest posts in industry are usually filled by men whose professional qualifications were obtained after education at a grammar school and university or senior technical college. It is time that this was said bluntly, and said often.

Industry and the Grammar Schools

* *The Nation's Schools*, p. 16.

TEACHERS in elementary schools do not often receive public tributes. *The Journal* has not failed in this respect in its "Notes and Comments", but it is a pleasure to find corroborative testimony from so unprejudiced a source as *Man and Boy*,* the autobiography of Sir Stephen Tallents, who, after early years at Harrow, Balliol, and in the Irish Guards, has held high appointments in the Civil Service. "Now", he writes, "that my house contains a family of six evacuated children, whose knowledge, manners, freedom from self-consciousness, and evident happiness all compare favourably with mine at the like ages, I doubt still more the advantages of that infantile and costly monasticism. How intelligent some of these modern children of the elementary school are; what interesting work and play they enjoy; what decent people they promise to become."

Tribute

* Faber & Faber.

CHANGE OF ADDRESS AND PRICE

The address of the Editorial Office of THE JOURNAL OF EDUCATION is now Amen House, Warwick Square, London, E.C.4 (Tel. City 7701). Communications relating to advertisements should be sent to the Advertisement Manager at this address and not to Press Road, Neasden. Orders and other business correspondence should be addressed, as hitherto, to 40 Walton Crescent, Oxford.

The Publishers regret that, owing to increased costs, they are compelled to raise the price of THE JOURNAL from January 1, 1946. The charge for a yearly subscription will be 15s., post free, and for a single copy 1s. 6d., postage 2d. The new price will not apply to subscriptions already paid, but will take effect on renewals.

Digitized by Google

THE SEARCH FOR A PHILOSOPHY OF EDUCATION

By Sir FRED CLARKE, late Director of the University of London Institute of Education

THAT Sir Percy Nunn, in face of immense difficulties, should have been able, before his lamented death, to subject his classic work* to thorough revision and restate his argument so as to make it more directly relevant to the contemporary situation, is an achievement for which we can all be profoundly thankful. There is more than a touch of the heroic about it; advancing years, persistent ill-health, exile from home and books, could neither daunt his spirit nor blunt the keen edge of the interest with which he followed developments of educational thought and action, particularly in England. The result is a book of ripe wisdom and alert observation which merits attention more than ever now when so much thought about education in England is tending to move dangerously far in a direction away from the principles he still maintains with so much forceful urbanity.

For my part I cannot but feel that his book would have had more influence in checking such tendencies and in restoring that central sanity which is vital for the part we have to play in the world if the emphasis had been somewhat differently distributed, with more attention to certain aspects of a well-balanced doctrine which, as some will think, the author tends to under-emphasize. Nevertheless, in some form or other, the essential principles are all there and we shall neglect or distort them at our peril.

On a superficial view the new form of the book does not appear to differ very materially from the older one. Every one will be glad to see a new chapter on Mental Measurement, the work of a master hand. Further, the chapter-heading which appeared in the second edition as " The Development of Knowledge " now undergoes a significant change into " The Development of Intellect ". Apart from these, there are no changes in the general plan.

But the reader whose scrutiny goes no further than this will miss altogether the real import of this latest version. Let him place it side by side with the second edition and look into the changes in greater detail. He will find no shift of principle, still less any loosening of grasp. What he will find are more careful statements of crucial points in the argument, turns and sharpenings to focus the light more accurately upon contemporary issues, the remedying of certain weaknesses and omissions in the earlier book (for instance, ethical questions are more fully discussed here), and some consistent applications of basic principle to such problems as those arising in the new order of secondary education that the Act of 1944 sets up.

As a result the book gains greatly both in cohesion and in directness of relevancy. This is true of the book as a whole, but the reader, in making his comparison between the two versions, may be recommended to pay particular attention to the preface and the opening chapter at the beginning and to the closing two chapters at the end.

The critic will be well advised to proceed with caution. Again and again a criticism begins to take shape in one's mind as one reads only to find itself answered at some later stage. This is true of practically every criticism of substance that thus suggests itself. Sooner or later it finds its account in some perfectly clear and unequivocal statement of the point at issue.

It is on grounds of balance and proportion in the treatment of the theme rather than on grounds of substance that criticism can find more secure justification. We can agree that individual values are primary; that the source of values, in any temporal sense, is in the lives of individual men and women; that, rightly understood, the fulfilment of the individual's finer possibilities is a sufficient statement of the educational objective; and that not only is there no conflict in principle between this and social duty but that rather the due performance of social duty is a necessary condition of such fulfilment. These basic principles of Nunn's philosophy are more than acceptable at the present time; there never was a time when their emphatic reassertion was more urgently needed.

My complaint is that with a somewhat different treatment they could have been asserted much more effectively in a context and with a colouring that would have brought them home with greater force to a generation whose minds and consciences are so conditioned as are those of our contemporaries.

The author relies too exclusively on a psychology of the individual, and that somewhat abstractly conceived. It can hardly be held that his conception of the seat of values requires this of him. There is in the book too little of social psychology, too little sheer sociology, too little sense of the significance of *culture* (in its wider anthropological meaning) and of the vast crisis of culture in which our civilization is engulfed. So the book glows with a shining optimism which many of us will wish we could share as fully.

The reason for this is partly to be found in the persistent naturalism with which the psychological data are handled. The author starts with biology and discovers certain primal urges and tendencies at the lower levels of living organisms. These he traces upwards in their modifications and developments—though always asserting unbroken continuity—to the high levels of developed humanity. The procedure is analogous to that of explaining advanced and complex societies by an anthropological study of primitive communities. And with the same results; the degree of continuity is exaggerated, and the advanced forms are not directly studied for what they actually are. The process is thus an exact reversal of that followed by the Greeks, who started with Man as they found him and usually came to conclusions rather less optimistic than those of Nunn.

He is well aware of the tragic quality of human life, but he does it less than justice in his treatment, probably because his somewhat rigorous naturalistic method does not permit a full recognition of what is novel in the emergence of Man. The name of W. E. Hocking nowhere appears in the list of references. A study of such a book as his *The Self: Its Body and Freedom*, might have revealed something of the problems that arise when we realize that Man is both in Nature and not in Nature. Surely there are *dis*-continuities, as well as a general continuity, and these former may be all-important for such a purpose as education.

* **Education: Its Data and First Principles.** By Sir PERCY NUNN. Third edition. Revised and in part rewritten. (7s. 6d. net. Arnold).

Digitized by Google

Being what he was, Nunn could not fail to stress the higher and more distinctive human values. But he is hampered in giving them their full significance, and particularly in revealing the *tensions* they involve, by the rigours of his too-exclusive psycho-biological treatment. In his hands the business of growing up is made to appear a much smoother and easier business than many of us find it to be. Thus he can still allow himself to say (page 65): "The child grows simply and easily into one of the stock patterns of humanity." Is growing up as easy as all that, particularly in a world like this? Nay, more, would the worth of life be augmented or diminished: would education itself achieve its highest results, if the process were thus easy? To many who contemplate it, growing up seems less like a launching slipway and much more like a battlefield

"Swept with confused alarms of struggle and flight."

In view of Nunn's optimism, it is not surprising that the symbolic "Jack", who is the centre of the chapter on "Growth of the Self", has sensible parents and goes to excellent schools. Set yourself to visualize Jack, whose development the author describes, and you will find it hard not to make him out just a little priggish.

One further point as to method arises here. When Nunn is speaking entirely for himself, propounding his own doctrine, as he does, for instance, in the first and the last two chapters, he is inspiring and illuminating, and at times truly ennobling as few men can be. But, when he is working out his psycho-biological series, even he can be somewhat flat and tedious. The reason may be that he is at such pains to consider critically, in a rather scholastic manner, the views of others, with the result that the exposition proceeds haltingly and is not always easy to follow. Hence many who need the book and would profit much from it may be put off by the difficulties they encounter in the earlier stages. Moreover, there is some reason to fear that occasionally the text-books get in the way of the author's own direct observation. What, for instance, do our bird-watchers make of this?—(speaking of the bird's nest-building): "The sight of the proper kind of materials acts as a stimulus, releasing a marvellously complex train of activities that ends only with the completion of a nest."

Surely revision has slipped up here. Is it unfair to assume that, had the author been less under the influence of the books, he would have remembered that the swallow does not wait for the sight of mud before setting about his architectural business. He goes out in search not merely of mud but, so we are told, of a particular kind of mud and at a particular season. The odd thing here is that the true interpretation supports much more strongly the thesis that the author is urging.

The same disposition to *internalize* the account, as it were, to give it in terms of inner urges and tendencies to the comparative neglect of shaping conditions in the environment, comes out strongly in the chapter on *Mimesis*, perhaps the one really weak chapter in the book. It is preceded by a lucid and penetrating chapter on "Nature and Nurture" which one might think was a transition from the thesis of individual development to a discussion of the social and cultural whole which, as Nunn fully recognizes, must necessarily condition all such development. But we are disappointed. Instead of a straight and objective discussion of social functioning as an essential *datum* of education we get a continuance of the same psycho-biological treatment of the individual that has taken up so much of the earlier part of the book. Once more the issue is made internal, and we get a discussion of that innate tendency of organisms to take the cue to action from one another which, at conscious levels, we call imitation. Then, driven by his naturalistic impulses to assert continuity at all levels, the author stretches the category of imitation to breaking point in the effort to make it cover even the most complex forms of social interaction. Thus the whole vast enterprise of the Japanese in remodelling their economy on Western lines is classified with the action of a chick that drinks or pecks when its neighbour does. We even get the statement, "Any attempt to follow a statement or an argument, as in following an historical description or in learning a proposition in geometry, may be regarded as a case of reflective imitation". But, really, what value can we attach to a category which can be used indifferently to explain activities so disparate and at such widely separated levels? Obviously some check is needed to prevent an over-simplifying naturalism from exceeding its scope. The check is, of course, a direct, objective study of the educational datum, society; a study of society *on its own merits* in so far as its functioning has educational import for the developing individual. But, though chapter after chapter discusses in detail questions of individual psychology and occasionally of social psychology, there is nowhere in the book any direct squaring up to the facts of society in their educational import and on their own account.

That there is danger in such failure of emphasis recent history shows. From the fate of the Weimar Republic we may learn that reiterated assertions of the primacy of the individual without regard to the rights and needs of society, so far from serving as a bulwark against the totalitarian, may very well serve to produce precisely those conditions in which he finds his opportunity and his excuse.

We have yet to stress, however, what is perhaps the chief defect arising from the lack of balance which the book betrays. Leaning so heavily upon his psycho-biological method, stressing continuity at all levels even where significant discontinuities seem to appear, internalizing even social and environmental factors, and neglecting to face the strains and stresses and discontinuities of society for what they actually are, the author tends to overlook those *structural tensions*, as I should call them, which, in the opinion of some of us, are of the essence of a sound theory of education.

The image suggested by Nunn's exposition of educational theory is that of following the course of a river which, though turbulent at times, on the whole flows smoothly onward, broadening and deepening in its course to the sea. But there is another image, much more laborious in its implications, that some of us would prefer. It is that of a great building, the stability of which depends on the just distribution of stresses; the balancing of thrust by counter-thrust; the resolving of tensions between opposites in a comprehensive architectural synthesis. The good life is like that and a sound theory of education should be like that.

The late Sir Michael Sadler once remarked that in these matters we are all, without knowing it, followers of either Rousseau or St. Augustine. If that is so I must range myself with St. Augustine since, for me, the experience of these tensions is decisive. I seem to find them everywhere; educational theory is through and through dialectical, not smoothly discursive. As examples of tensions take these: individual and society; freedom and discipline; growth

Digitized by Google

and "forming"; teacher and pupil; use and contemplation; nature and nurture; and that tension of which we are all now so conscious, "Moral Man and Immoral Society", as Reinhold Niebuhr puts it. Most of all there is that supreme tension that the theologians have formulated as the doctrine of original sin.

In the New Testament the apostle breaks forth: "The good that I would I do not—the evil that I would not, that I do." In other words, my good passes into evil even as I try to achieve it. In the Old Testament the prophet declares likewise: "Woe is me for I am undone, because I am a man of unclean life and I dwell in the midst of a people of unclean lips, and mine eyes have seen the King, the Lord of Hosts."

Is this, or is it not, characteristic of human experience? If it is, no theory of education can be adequate which fails to take account of it. The same is true of all the lesser tensions that could be identified. Indeed, the present predicament of the West may well be due to disturbance of the balance of the supporting tensions of our civilization, with some sagging as a result.

It is not unlikely that Nunn, if challenged, would have been ready to accept, in principle, what has just been said. Where I differ from him is in respect of relative emphases, and I cannot feel that these differences are unimportant. So they ought to be stated. Not to do so would be to fail to do justice to a wise and distinguished book. I am inclined to believe that any weaknesses it may reveal are not, as it were, congenital. They spring not from the author's own limitations but, for the most part at least, from his allowing one smooth and tempting line of theory to take too complete possession of his judgment. Where he speaks directly for himself out of rich experience and long and patient reflection he is almost invariably wise, balanced, and penetrating, with that characteristic urbanity accentuating rather than detracting from the firmness with which the basic principles are stated and maintained.

Fine and rich as the book is, there was nevertheless much more in the man. It is not in all respects an adequate reflection of him.

He must have realized that its central doctrine never needed to be stated and promulgated so much as it does now. He was right. If there is to be any healing of the nations this book contains the elixir that is needed for the restoration of their health.

EMERGENCY TRAINING: PROBLEMS AND POSSIBILITIES

By Dr. M. M. LEWIS, Goldsmiths' College

EMERGENCY Training is not the best name for the work the new colleges are trying to do. Certainly there is an emergency in our schools; but need there be any emergency in the education and preparation of teachers to meet it? On the contrary; it is becoming clear that the qualities of the men and women now being selected—their maturity and experience of the world—all make it possible to give them a balanced and even unhurried preparation for their work.

Last July, a group of twenty-eight students from the Forces provided the first experimental Short Course at Goldsmiths' College. A second course is now nearing the end of its first term—this time for twenty-eight men mostly from civilian forms of National Service. We can begin to take stock. We can see some of the main problems of emergency training, and some of its possibilities. Source of supply; selection; the content and conduct of the course; the personal and social life of the students in college—each of these problems has suggested possibilities to those of us who have been working with the experimental courses at Goldsmiths'.

Where are the students to come from? The plain fact is that, is a grammar-school education is to be an indispensable qualification for admission to our profession, then we cannot hope to get more than a small portion of the 70,000 additional teachers needed to carry out the new Act. Of necessity we must broaden the source of supply. But there is a great deal of virtue in this necessity. Teachers from the Forces, from industry and from commerce, are not merely second-best substitutes for those who come in the orthodox way direct from school to college. The two groups are complementary to each other: each begins with something the other group lacks. There is no doubt that among the best of the older teachers in our schools are many who entered them as ex-Service men after 1918. To-day there is much to be gained from drawing more generously upon this source of supply and by widening it to include men and women direct from industry and commerce. For in the years between there has been a great increase of interest in education, and a great extension of adult education. The ordinary person has a greater belief in the value of education, is more concerned with the general promotion of education, and is himself better educated than his forebears a quarter of a century ago.

This is reflected in the qualifications of those who apply for admission to Emergency Colleges. What are to be the guiding principles in selection? The student's school record is important, but by no means decisive. At Goldsmiths' College, out of the twenty-eight students in the first course, twelve had not been to a grammar school; yet as the course proceeded it was impossible to find a clear line of division—in their college work or in their teaching—between these and the rest. Far more important, therefore, than schooling is the manner in which the student has used his time since schooling ended. An alert mind, a wide range of interests, systematic courses of study after working hours, experience in dealing with young people—these are the things that matter most. Maturity and breadth of outlook; a sense of vocation and a sense of responsibility; and not least, the stability and understanding that marriage may bring—we have found that these are the qualities of personality that best fit a man to face the stringent demands of a course of training.

If these criteria are kept in mind there are not likely to be a large number of mistakes in initial selection; but it must be recognized that the course itself must inevitably continue the process of selection. There must always be provision for requiring misfits to withdraw during the course, and for extending it where necessary beyond the minimum of a single year. At Goldsmiths' College, of the twenty-eight

Digitized by Google

students taking the first course, ten have stayed for a fourth term.

The necessary complement of selection is guidance. In arranging the content of the course, it is clear that there must be the possibility of individual choice, and that the curriculum for each student should be decided by consultation between him and an experienced adviser, the initial choice being tentative and open to modification as the course proceeds. This is common ground, but it is important to notice that the basis of choice may vary with the individual student. Here is a man whose hobby is woodwork; he is also interested, and fairly well-read, in geography; he is interested in art and skilful with his pencil. If, as is likely, he must be limited to two subjects, which should they be? The obvious choice would be handicraft as a main subject, with subsidiary geography; but, if the student already has considerable skill in woodwork, then it might be better for him to make geography his main subject, with subsidiary art, taking at the same time a course in the principles and methods of teaching handicraft. Decision between such alternatives must take account of the student's interests, abilities, and personality. And, as so much depends on a wise decision, it is essential that the advisory tutors shall be persons to whom the students will be willing to bring their difficulties and who in their turn will encourage free and frank discussion.

The professional side of the course—the principles of education and the techniques of teaching—also brings its possibilities. At the outset our students were intensely, almost exclusively, preoccupied with questions of technique; but as time went on they became more and more attracted to the psychological, the sociological, even the philosophical, aspects of education. They were eager to discuss everything but they resented and resisted discussion for the mere sake of discussion. They were unremitting in their criticism of studies whose relevance to school life was not made clear. There could hardly be a more salutary check upon empty theorizing about education. But, because the students are genuinely concerned about the theoretical background of their work, they are so much the more ready for a broad conception of the educator's task.

This may mean hard work for the lecturer; he will be kept on his toes all the time and must be prepared at any moment to show in plain English the connexion between his topic and the life of the teacher in school. These maturer students were much less willing than younger students to subordinate their personal beliefs and judgments to the prestige of a lecturer, however much they might respect his learning.

Something of the same kind is likely to occur in these students' periods of teaching practice in schools. Many of our students had been instructors in the Forces or in civil life, and almost all of them had received some instruction since leaving school. As a result they had a sharpened awareness of efficiency in teaching: they were generous in their appreciation of good work and severe in their condemnation of inefficiency. They expected their college lecturers to be good teachers as well as exponents of sound principles. They were, almost all of them, ready to take hard knocks and to be highly critical of their own achievements.

All this keenness and intensity tended to produce an atmosphere of urgency and even anxiety that is normally absent from the college life of ordinary students in training. There were several contributory causes: a sense of risk in taking up a new occupation, an awareness of deficiency in academic knowledge, a fear of comparison with their bright younger fellow-students or again with established teachers who had entered the profession by the more orthodox route. We found that we had to introduce conditions that would obviate or relieve anxiety and would conduce to a relaxation of intensity, without lowering the standards of work.

This brings us to the social life of the students—a matter which is hardly mentioned in the Ministry's suggestions in *Circular* 1652, but which it is safe to say must be one of the major considerations in the organization of the new emergency colleges, or indeed of any college concerned with the education of future teachers. It is in their relations with each other and with the staff of the college that students unconsciously, as well as consciously, acquire attitudes and habits of mind towards their profession and towards education.

In the case of emergency-course students we have the special problem of bringing "back to school" mature men and women who have been out in the world, and have had to stand on their own feet and fight their own battles; and yet have often had to submit themselves to rigid discipline and unmeaning restrictions upon behaviour—in shop, office, or factory or, again, in the Forces. Many of them, too, having left school at 14, have never known the co-operative communal life that grows up during adolescence in a good secondary school. And, as we have said, they are anxious; they have taken the plunge and fear the penalties of failure—for their dependants perhaps more than for themselves. All this serves to increase tension; and it is not surprising, therefore, to find that they are suspicious of freedom while at the same time they expect it; and that they expect recognition of individuality and personal independence while at the same time they welcome guidance and help.

An emergency college must be run as a free community, with free interchange between students and staff. It goes without saying that the students should be encouraged to have their own Union Society, with freely elected representatives in close touch with the college authorities. Irksome restrictions upon freedom, and petty rules, should be totally absent. But guidance and advice should be freely available; each student should of course have a "personal tutor" and also ready access to the principal of the college. He should feel that he is known as an individual and that his personal problems are known and understood by those in authority.

Here, perhaps, is something not yet as current as it might be in all our colleges for teachers. Perhaps we should ask ourselves whether, if some of our teachers in the past have lacked a certain spaciousness in their way of life, this is not to be laid at the door of the colleges that trained them. The present influx of older men and women into the profession may serve to remind us again that our colleges should be not merely places where teachers are trained but communities in which they are educated.

"There is no wealth but Life—Life including all the powers of love, of joy, and of admiration. That country is the richest which nourishes the greatest number of noble and happy human beings; that man is the richest who, having perfected the functions of his own life to the utmost, has also the widest helpful influence, both personal and by means of his possessions, over the lives of others."

RUSKIN: *Unto This Last.*

Digitized by Google

WORLD YOUTH CONFERENCE

By Dr. J. MACALISTER BREW, author of *In the Service of Youth*, &c.

AMID the aloofness of most of the statutory Youth organizations of Great Britain and reported but little in the National Press, the World Youth Conference has met in London for the past fourteen days.

The Conference was attended by 600 delegates and observers from over sixty different nations, and their deliberations fell naturally into three main sections. For the first three days they discussed the part played, and to be played, by Youth in the fight for freedom and a better world; for the next four days they discussed the post-war needs of youth; and the last six days were devoted to hammering out the details of organizing International Youth Co-operation.

Whatever else could be criticized, no one could suggest that these young people did not work hard. Their deliberations were timed for 9.45 a.m. nearly every morning, and they worked until five o'clock on most days and on some days until 10 p.m. They drew up nine pages of resolutions on post-war needs and they framed the constitution of a World Federation of Democratic Youth. Each important piece of business had to be explained in English, French, Spanish, and Russian, and it is generally agreed that, though the Plenary Sessions to which the public were admitted were interesting in the extreme, it was in the Special Commissions that the young people showed to the best advantage. For one of the main difficulties of this Conference was that it was held too soon after the cessation of hostilities. Many of the young people, notably those from Yugoslavia, were young partisans—many of the youth groups represented owed their very origin to the resistance movements in many countries—and, just as we complain that many European Governments are not representative, so these young delegates were not necessarily representative of the youth of their country. With less excuse the British delegation itself suffered from this disadvantage since it was not representative of anything but a fraction of the recognized youth work in Great Britain.

The result was that many of the speeches showed the regrettable tendency (not absent from adult deliberations) of hurling the word "fascist" as a term of abuse at any group that did not happen to agree with them whole-heartedly, and from time to time the Swiss, the Dutch, the supporters of Chiang-Kai-Shek and many others found themselves smarting under this devastating charge, and there were moments when one felt that the eradication of "fascism" (in the sense of anything with which they did not agree) was very much more the aim of the delegates than any positive measures for the spreading of peace and goodwill.

And yet this is not fair—the European delegation had come fresh from lands devastated by enemy occupation, they had lived under the threat of deportation, in privation, and in danger—and it is but natural that such young people should have a sharpened awareness of international problems and that they should be very politically minded, while the British, never so politically minded as their continental counterparts, and suffering from the twin disabilities of excessive ignorance of colonial affairs and an excessive desire to be broadminded at all costs, were unable to contribute any leaven of sweet reasonableness, though the Dominions delegation showed up far better in this respect. Indeed, to the psychologist, the Conference as a whole was a fascinating study of the effect of war on the character of young people, the active partisanship of the European as against the many years of bombardment suffered by the British.

Nevertheless, wise as it would have been to postpone this Conference until the summer, wise as it would have been if more knowledge and less prejudice had been displayed, one cannot dismiss lightheartedly the moral and spiritual effect of a conference of young people all pledged to take their share in assuring a just and lasting peace. No one present at the Rally at the Albert Hall which opened the proceedings could be unmoved by the entry of the sixty-four delegations under their banners in their various distinctive costumes and uniforms.

The solemn pledge which they all took—

" . . . Remember this unity
Forged in this month, October, 1945,
Not only to-day, not only this week, this year, but always
Until we have built the world we dreamed and fought for.
We pledge ourselves to build the unity of the young throughout the world,
All races, all colours, all nationalities, all beliefs.
To eliminate all traces of fascism from the earth,
To build a deep and sincere international friendship among the peoples of the world.
To keep a just and lasting peace,
To eliminate want, frustration, and enforced idleness."

And the further promise that:

" . . . Skilful hands, keen brains, and young enthusiasm
Shall never more be wasted in a war.
We shall build a world that is beautiful and free.
Out of our youth, our bitter experience,
We forge unity."

was full of that dynamic zeal which is the most precious possession of youth, and who shall say that such high idealism is not a necessity if civilization is to survive?

In practical matters, too, the constitution of the new World Parliament of Youth is a business-like document. This, it is planned, shall meet at least once every three years and on the next occasion in Paris under the chairmanship of the French delegate, Guy de Boisson. Four vice-chairmen have been elected from Britain, China, the U.S.A., and the U.S.S.R., and the representation of all nationalities has been carefully worked out.

It is to be hoped, however, that before the next conference of this kind those responsible for the organization of youth work in this country will do some serious thinking. In the first place, it is idle to suppose that British youth will ever be able to take its proper place in a World Parliament unless our age grouping falls more into line with that of other nations, *i.e.* from 14 to 25 or 30, rather than from 14 to 20. In the second place, the vast student body in universities, training and technical colleges must have recognition as part of the Youth Service of this

Digitized by Google

country and not be regarded as something outside it. Lastly, we must never sit on the fence again ; either we must send a delegation truly representative of British youth work in all its aspects, or remain outside altogether.

In conclusion, one can only regret that the delegates from other countries were so hard worked that they had little time during the fortnight to see something more of London than the way to and from their lodgings and hotels and the Seymour Hall. There was hospitality, of course—no less than eleven receptions by the various Embassies, the English-Speaking Union, the British Council, and so forth. There was a concert of English music (Purcell and Britten by the Dartington Hall Music Group) ; *The News Chronicle* arranged for 250 delegates to enjoy a typical British Saturday afternoon watching the match between the Arsenal and Fulham on the Tottenham Hotspur ground, and to attend a smoking concert in the evening at the Hammersmith Old Town Hall, where there was a programme of international music and students' songs. But the way to know and understand a country is to wander in the streets, make excursions to the countryside, and visit the homes of the people, not to sit in conference halls and be received in mansions. More time to see and less to talk would be no bad plan for Adult and Youth Conferences alike, especially in foreign countries. Some of the delegates had *visas* for the period of the conference only, others had two or three days for a little exploring on their own, but what an opportunity most of them have missed, through no fault of their own, of seeing how the British really live and how the British, too, have endured in this war, and how they, too, though less articulate, hope to move forward to the New Jerusalem.

A SCHOOL AT WAR

This is the story of the war-time experiences of a "front-line" school, the Simon Langton Boys' School, Canterbury, Kent. It is told by a Master of the School,

K. A. T. PINNOCK, B.A. (Oxon.)

"WAS there really a barrage balloon *here*, sir ? —here, in this playground ?" The small first-form boy was wide-eyed with amazement and incredulity.

It was hard to convince the youngster that, had he joined the school only a year sooner, he would have had to share the playground with a dozen R.A.F. men and a massive, dun-coloured lorry bearing a mechanical winch which raised and lowered the balloon—a vast, silver, elephantine affair as big as a house. He did not know that once, during lessons, hundreds of ears used to be alert for the racing feet of the R.A.F. men and the whirr of the cable unwinding—sounds which nearly always presaged an air-raid warning. Scores of times he had clambered over the enormous trunk of a tulip tree, but he had never heard why it had had to be cut down : because seven or eight balloons made up of more than a thousand yards of proofed cotton fabric and costing £700 apiece had been torn to shreds on its branches in gusty weather.

No one had told him these things ; so he did not know. Already, there is growing up in the school a generation which knows next to nothing of those hectic, ever-changing years. Already, with incredible swiftness, the story of the "school at war" is fading into oblivion. And it is fading, I think, even from the memories of those who lived through it all.

I can prove this, for myself at any rate, by taking a simple word much used in war-time but scarcely mentioned since, and allowing my mind to revolve around it at will. The word is—*Gas-masks*. What associations does the word arouse, with what war-time memories of school does it crowd my brain ?

At first, and for a surprisingly long time, my mind is a blank : what are gas-masks to do with school, anyway ? Then I recollect that, for the first two or three years of the war, every single boy had to carry his gas-mask with him to all lessons. Those tin canisters in which the masks reposed—what a noise they made when they were dropped, and how they were always being lost !

Gas-masks. . . . Gradually a picture focuses in my mind. I see myself pressing a limp, ink-stained wad of school notebooks against the metal snout of Tommy Dawson's "civilian respirator".

"Breathe in."

There is a loud rasping noise. Delighted titters come from the other twenty-nine boys in the class.

"No, *in* !" The rubber face-piece collapses as the air within it is inhaled.

"Right you are."

Smiling, the boy removes the mask. I can find nothing to criticize in the way he does it : four years of practice have made it as easy to him as taking off his cap.

Twenty-nine times I repeat the performance. Some boys I tell to get new face-pieces (the sort of crack a schoolmaster can get away with) ; others to have rents in the rubber repaired. And so this periodical inspection comes to an end. After a few days, the boys will pass through a gas-chamber to make quite sure the mask is working properly. . . .

The mental peep-show fades ; and the scene gives place to one more remote in time, more deeply embedded in my memory. Suddenly I recall how, until the rubber situation became acute, the whole school used to have a weekly period of ten minutes' "silent reading" in gas-masks. It was a bizarre spectacle—thirty black-snouted youngsters peering at their books through celluloid window-pieces and emitting trombone-like snorts and grunts whenever, by an unfortunate misjudgment, they breathed out too hard.

An unforgettable sight—yet, till just now, I *had* forgotten it. School life in war-time is like that : incident after incident, each one apparently unforgettable, crowds in on you ; the remarkable, constantly repeated, becomes commonplace ; and even the most startling things sink into semi-oblivion.

So much has happened, but so much has been forgotten. Who, I wonder, now remembers those torrid days of September, 1939, when hordes of child evacuees from a munitions-producing centre trooped into our playground, banners waving, to be billeted

Digitized by Google

all over the city? A boys' school shared our buildings for a while. It seems so many, many years ago; even the pavilion clock which they gave us as a memento of their stay is dust and ashes now.

About that time, great machines invaded the playground, tore up its surface, destroyed the lawn, dug deep trenches, and made mountains of earth everywhere. Air-raid shelters were being made to accommodate the 800 children in the boys' and girls' schools. Seven feet down a skeleton was laid bare—probably the remains, said an antiquary, of a fifteenth-century victim of the plague. (Wherever you dig in this city you come across relics of the past: boys are constantly bringing me 'finds' ranging from flint arrow-heads and bits of Roman pottery to the clumsy bronze coins of George III's reign.)

But soon the gaping holes were filled in, the yard levelled once more, and only the entrances to the subterranean concrete-lined passages gave any evidence of all this terrific effort and activity.

There came the days of Dunkirk. For days the sound of gunfire had been drawing nearer; then suddenly, from the seaside holiday resorts all round the coast, bus-loads of wounded 'Tommies' and *poilus* roared through our narrow streets. Some of them stopped at local chemists' shops for first aid, and some of the older boys still remember how they helped their mothers tear up old sheets to bandage these weary, war-torn men.

The Battle of Britain! I have written it with an exclamation mark, for it was inscribed thus, I am sure, on the mind of every boy who lived through those amazing days. For two or three years after 1940, if ever I asked for an essay on "My most memorable experience", nearly always I was rewarded by some story of how a Dornier was shot down into a boy's back garden. Their tales were lurid, unbelievable—and, as often as not, true. The other side of school life at that time was not quite so thrilling: the boys spent weary hours in the shelters while history was being made overhead, and some did not come to school at all but did their lessons by "correspondence courses".

But amid all this excitement there was suddenly introduced a note of ominous foreboding. Great posters headed with the words: DANGER OF INVASION! appeared all over the city. They said that invasion might be imminent, that all citizens who could be spared should leave as soon as possible, and that accommodation would be found for them in a safe area.

Almost overnight, all the boys who lived within the city boundaries packed their bags and were whisked off to a little country town in Berkshire. Boys who lived outside the city continued to travel in to the old school every day; but the evacuees built up a second Simon Langton Boys' School some 120 miles distant from the first.

Through the autumn, then the spring and summer of the following year, they stayed. The exiles were not unhappy: they worked hard, passed examinations, had amateur theatricals, and got to know the masters and mistresses who had accompanied them better than they had before. But 'home' to these boys still meant the little, age-worn city of Canterbury, the "Mother of England", nestling amid the bounteous orchards and hop gardens of East Kent; and foster parents, however kind, could never be quite the same as the boys' own fathers and mothers.

Hitler attacked Russia. The invasion of England was evidently 'off'—for the time being, at any rate. September, 1941, therefore, saw the whole school once more assembled under its original roof.

So ended Chapter Two of the story of a school at war. But it was not by any means the end of the tale.

Chapter Three opened sensationally in the very small hours of a morning in June, 1942, to the sound of gunfire as German flares dripped blood-red from the sky. Lit by that novel and lurid light, I and a colleague who was on fire-guard duty with me watched the school—and saw a good deal of it for the last time.

A rain of fire-bombs spattered down from a low-flying Junkers whose crosses we could see clearly in the moonlight. An outlying wooden class-room blazed up immediately. We could do nothing to save it, for almost immediately the Germans—some twenty-five of them—began to bomb the fires they had started. We raced across the playground, dodging between pools of molten flame, till we reached the shelters.

There we stood, five feet underground and surrounded by steel and concrete: the ground shivered beneath our feet and ripples of air brushed our faces as bomb after bomb landed all round above us. The area of central Canterbury is not large: the Germans seemed intent, in this "Baedeker" raid, on wiping it out entirely. Sometimes we ventured to the shelter entrance, only to dart back as a deadly hail of stones and masses of masonry showered through the air. Though we did not know it, one bomb hit the girls' school, not thirty yards from where we were.

The hum of the planes subsided and gave way to another, steadier sound—the deep-throated roar of huge fires. Now at last we could race once more across the school playground, this time to attack with stirrup-pump and crowbar a fire which had broken out on the roof of the science laboratories. That done, we salvaged all we could of the school records. Then, blear-eyed and grimed with smoke, we watched dawn break over the wilderness of dust and ashes. . . .

We teachers spent the next day billeting people in the undamaged parts of the city. Then we had a staff meeting to debate chiefly the question: how soon should we start school again? Windowless, blackened façades, threatening to totter at any moment, made many streets unsafe. The roads were piled with rubble and glass; hose-pipes snaked everywhere. Surely we ought to wait till things were cleared up a bit. But the headmaster suggested another point of view: "The Germans' aim is to disrupt civilian life. Despite everything, the best thing we can do is carry on normally as far as we can."

So, three days after the raid, the school assembled. How all the boys got there was something of a miracle. Buses coming in from the country stopped where a bomb crater or dangerously overhanging buildings made further travel impossible. Then masters and mistresses guided the boys in single file circuitously to school. And when they had assembled the headmaster repeated the sentiment he had voiced to us: "If you allow yourselves to be disturbed, to work less hard, because of what has happened, you will be doing just what the enemy wants you to do."

The boys heard and acted on what he said. The blitz had destroyed half the buildings; so for some weeks the boys' and girls' schools (whose premises adjoined) each used the remaining rooms for half of the day, from 8.45 a.m. till 1 p.m. or from 2 p.m. till 6 p.m. But, during those brief hours, while in the background they heard the thunderous rumble of fire-wracked buildings being demolished, 450 boys picked up the threads so suddenly broken by the

(*Continued on page 582*)

Digitized by Google

READY DECEMBER 10th

DYNAMIC EUROPE

A BACKGROUND OF FERMENT & CHANGE

By C. F. STRONG, M.A., Ph.D.

An examination of the complex problem of contemporary Europe, a survey of the background of ferment and change from which that problem has emerged ; and a sketch of the possible lines of solution after the second World War. **16s.** net

GREAT ADVENTURE

Pioneer Studies for action in Education

N. and J. H. HIGGINSON

A short book dealing with the experiences of the authors in various spheres of adolescent and adult education. Teachers and workers in connection with the Youth Service will appreciate these inspiring chapters and it will make a strong appeal to men and women coming out of the forces into civilian life. **4s. 6d.** net

A MODERN GUIDE TO THE CIVIL SERVICE

L. C. WHITE

Introduction by **Prof. H. J. LASKI**

An up-to-date book for all those who are contemplating the Civil Service as a permanent career. The various grades are described, the nature of the work and the salary scales. Young people in the various services will welcome this handy informative little book by an author who knows his subject well. **1s. 9d.** net

UNIVERSITY OF LONDON PRESS LTD.

MALHAM HOUSE BICKLEY, KENT

Digitized by Google

blitz; working to learn, working also to "beat the Nazis".

Months passed. Then, one Saturday afternoon in October, daylight raiders swooped on the city, dropping bombs at random in a lightning attack.

The school did not suffer badly; but here was a new problem—could the children get to shelter sufficiently quickly under our present arrangements? Our discussion at the staff meeting ran something like this:

"Should the boys run from Room 11 to the deep shelters? It's a long way. Oughtn't they to go to the surface shelter?"

"Ah, but most of the way they are between two good, high buildings."

"All the more danger from blast."

"But good protection from oblique machine-gun fire."

"Boys from Room 9 should skirt the gym wall on their way to the shelter—it's enormously strong."

"But shouldn't they run straight across the yard and not bother about taking cover? Speed is everything."

And so on. That staff meeting was more like a General Staff conference!

Eventually it was decided that guerilla tactics were unnecessary. It was arranged that there should always be a master or mistress on the alert, waiting for "Tugboat Annie" (the local warning indicating enemy aircraft within five miles) to sound. Immediately he heard "Tugboat", the master on duty would sound the school warning, and between four and five hundred boys would stream across the playground and pour into the underground shelters—all in the space of about sixty seconds. "We are in the front line", wrote the headmaster in the school magazine, "—the nearest secondary school to the enemy in all the Empire—and a pride in being able to work, and work well, in this position and after all that has happened is not unjustifiable."

There is little more to add. Although we saw and heard plenty of the flying bombs, fortunately we were not beneath one of the aerial "lanes" along which these missiles travelled; and although from time to time our buildings shuddered as, somewhere, a V2 came to earth, these rockets were things rather of distant report than of actual, bitter experience.

And what of the school to-day? The buildings (what is left of them) lie back from one of the main streets. Of that street, nothing at all is left except the narrow roadway itself and a ruined church. Cellars gaping open to the sky on each side of the road show that, once, houses and shops were densely packed into the area. Now the eye travels almost unimpeded across weed-covered wastes to the great, grey mass of the Cathedral in the background.

Turn your back on this scene of desolation, walk a few steps, and you are in the school playground. Here again is desolation, but it is not so obvious: the bombed sites have been levelled, the cellars filled in. Incoherently grouped round the perimeter of the tarmac playground are ugly, red-brick buildings of pre-1914 vintage; and in one corner of the devastated area a prefabricated concrete hut has arisen to meet the crying need for more class-room space. Here, a surface shelter stands oddly isolated among the rubble; there, the entrances to the underground shelters still poke above the tarmac. Everything that once tempered the ugliness of the scene—lawns, the tulip tree, the older buildings which had some pretence to architectural style—now is gone.

So, it might seem, this story of a school at war ends with an anti-climax: with a picture of dismal, war-torn, inadequate buildings which must suffice somehow for the present and probably—because of the building situation—for years to come.

But a school is much more than its buildings. Look at the faces of the boys, and you will know on what note this account should be concluded. No face now shows signs of broken sleep due to nocturnal excursions to air-raid shelters; none is strained and anxious through constant listening for the pulsing throb of the robomb's engine. The forlorn buildings stand as a reminder of the unhappy past; but the serene, confident faces of the boys who will be men give one inspiration and hope for the years to come.

PRISONS AND BORSTALS

By A CORRESPONDENT

MR. HERBERT MORRISON, when Home Secretary, gave directions for the issue to the public of the *Notes* which had been used for the instruction of Governors and Prison Officers some time before. The Stationery Office has now issued, in attractive form and at the price of one shilling, a pamphlet of 48 pages under the title of *Prisons and Borstals*, "a statement of policy and practice in the administration of Prisons and Borstal Institutions in England and Wales". This is an admirable document, though it has a major defect in that it gives no indication how great have been the changes which have taken place in the last twenty years. During that time the Commissioners and their officers have pursued a much more humane and enlightened attitude towards those whom the law has condemned. No doubt the Commissioners felt a certain embarrassment in paying tribute to their own courage and zeal; it rests therefore with *The Journal* to pay its tribute to three Commissioners of Prisons whose names should not be forgotten—Sir Evelyn Ruggles-Brise, Mr. Maurice Waller, and Mr. Alexander Paterson. Those who twenty-two years ago entered the prisons as visitors and teachers, under the schemes (then wholly conducted by volunteers) sanctioned by Mr. Maurice Waller in the face of widespread cynicism and ridicule, will hardly recognize the prison as it now is, remembering the prison that was.

Some of the vices of the prison system were not within the power of the Commissioners to alter. The prisons had been built for the most part as county jails in which every type of offender within the county was incarcerated. There were four great prisons in London—Pentonville, Wandsworth, Wormwood Scrubs, and Brixton. The traveller need not enter them to be acquainted with their structural system. Great halls, with four tiers of cells, each holding 400 prisoners, rose from the ground like medieval fortresses. Dynamite would hardly have sufficed to clear the way for any structural alteration. Buildings for association (except the chapel) and recreation were entirely lacking, and the voluntary

(*Continued on page 584*)

Digitized by Google

HARRAP BOOKS

A NEW INTRODUCTION TO CHEMISTRY

H. L. Heys, M.A.

This new course stresses the practical application of chemistry to everyday life. The author was guided by the suggestions of the Science Masters' Association for new syllabuses in chemistry. As a result he makes the subject a vital study and omits much of the purely academic matter usual in text-books. **6s. 6d.**

MAN AND OTHER LIVING THINGS

F. G. W. Knowles, M.A., D.Phil., F.Z.S.

A book of equal interest to schools and to the general reader. It contains all that is required for the School Certificate examinations in biology, but the technical subject-matter has been set against the background of general scientific progress. There are numerous half-tones and line drawings. *Ready December.* **10s. 6d.**

THE STUDY OF LIVING THINGS

H. W. Ballance, B.A.

A carefully graded beginners' course in biology. "Excellent, and can be recommended to all schools. It is written in a manner that should encourage pupils to read and reason things out for themselves."—*The Times Educational Supplement.*
I.—*Reprint ready shortly,* **3s.** II.—**3s.** III.—**4s.**

EVERYDAY SCIENCE TOPICS

T. A. Tweddle

An introductory science course for children of 11-14 years. "Contains a collection of exercises obviously based on practical experience. The instructions are clear and sufficient; the pupil is given ample opportunity to use his initiative."—*The Times Educational Supplement.* I.—**2s. 3d.** II.—**2s. 9d.** III.—**3s.**

ELEMENTARY PHYSICS AND CHEMISTRY FOR STUDENTS OF BIOLOGY

E. A. Woodall, B.Sc., Ph.D., and E. C. Denne, B.Sc.

"The choice of material is good and the matter is clearly and concisely stated. Illustrations are simple in form and amply sufficient. We heartily recommend it to the notice of teachers."—*Biology.* **4s. 6d.**

PICTORIAL CHARTS

1945 issues to date: U.S.A.—The Peopling of the U.S.A.; U.S.A.—Agricultural Regions and Industrial Centres; U.S.A.—The Machine Age; Britain's Early Industries—I Wool, II Cotton, III Iron; The Colonies—I Africa, II The Far East, III The West Indies. Published by PICTORIAL CHARTS. Trade and School enquiries to George G. Harrap & Co. Ltd.

GEORGE G. HARRAP & CO. LTD.

182 High Holborn
London W.C.1

Digitized by Google

teachers who first entered Wormwood Scrubs in the autumn of 1922 taught their classes in the stone-flagged corridor between rows of cells, sitting on a prisoner's three-legged stool.

This the Commissioners could do nothing to amend; new prison buildings held the lowest priority in social needs. But there was an attitude of mind towards the prisoner which the Commissioners could amend, and did amend. This was the attitude enjoined on the Commissioners by a Committee of the House of Lords in 1863. They reported in favour of a severely deterrent régime, based on "hard labour, hard fare, and a hard bed", and expressed the view that in so far as the moral reformation of the prisoners might also be an aim it should be achieved primarily through the discipline of stringent punishment. The Prison Commissioners proceeded with uniform rigidity to apply a system based on these views. It relied mainly on the methods of Separate Confinement and punitive Hard Labour: the first required the complete isolation of the prisoner at all times—in his cell, at labour, in chapel, and at exercise; the second required his employment on machines such as the treadmill, the shot-drill, and the crank, of which the deliberate intention was to be irksome, fatiguing, and—because totally unproductive—degrading.

In 1895, however, a little light filtered through into the darkness. A Departmental Committee on Prisons presided over by the late Lord Gladstone made a sweeping indictment against the whole system of prison administration. They found that under this system neither crime nor recidivism had decreased, and that it made for the deterioration and degradation of the prisoners and their eventual discharge on society neither deterred nor reformed, but brutalized and embittered. They recommended that, for the future, reformation and deterrence should be treated as "primary and concurrent objects", and that "prison treatment should be effectually designed to maintain, stimulate, or awaken the higher susceptibilities of prisoners and turn them out of prison better men and women, both physically and morally, than when they came in". These aspirations have been progressively fulfilled.

In the autumn of 1922, on the initiative of the Adult Education Committee of the Board of Education, a new step was taken. Voluntary teachers came forward in large numbers to take adult education classes in the prisons, and one of their number acted as Educational Adviser to the Governor. In 1936–1937 the number of classes was 262, and the number of prisoners attending classes was 10,753.* Pride of place was attained by English (including Composition, Play Reading, and Literature) with 29 classes, Gardening and Horticulture (21), French (16), and Music (15). The pitiful inadequacy of prison libraries was made good by the formation of a new Prisoners' Education Committee Library, now numbering several thousand volumes, to which the Carnegie United Kingdom Trustees contributed £1,750 over a period of four years.

Two years later the Educational Adviser at Wormwood Scrubs prison began to get large ideas as to the possibilities of prison education. He induced Miss Dorothy Massingham to produce *The Tempest* in Wormwood Scrubs. Miss Jean Cadell revived *The Old Lady Shows Her Medals* and collected the original cast for the purpose. Miss Sybil Thorndike brought her company from the Lyceum Theatre to give a performance of *St. Joan*. Miss Margaret Yarde then took matters in hand and produced a succession of plays culminating with a concert on the afternoon of Christmas Day. The music halls of London were called upon to do their best. They did. It must not be supposed that the plays were treated as light entertainment. They were attended by the classes reading English Literature, and so far as possible the teachers had previously read the play in class. Mr. John Watson then produced a play by John Drinkwater, acted by the prisoners, with costumes lent by the Stoneland Players of West Hoathly. "The performance", Mr. Watson wrote, "was received with rapt attention; despite our fears no one laughed; and the actors were accorded tumultuous applause. But some echo of the applause must have reached the Home Office. Because it was afterwards conveyed to me, very tactfully, that, although the Commissioners approved of *reading* plays, *acting* them in costume was another matter."

* A full account of this scheme will be found in *Meet the Prisoner*, by JOHN WATSON, pp. 127–145 (Cape), and *Beyond the Sunset*, by CHARLES DOUIE (Murray).

THE DIAGNOSTIC YEARS

By DAVID JORDAN, M.A. (Lond.), B.Sc. (Econ.), Lecturer in Education, Goldsmiths' College, London University

THE necessity for a diagnostic period beginning at 11 plus has become almost a commonplace in current educational literature. We realize that our present tendency to determine a child's educational, and sometimes social and vocational, future, by an arbitrary decision at the age of 11 cannot be justified on either psychological, educational, or social grounds. Apart from the manifest imperfections of many special place and entrance examinations we are in revolt against the social injustice involved in the existing methods of selection for 'higher' education, and the educational waste of potentially valuable human material involved in the truncated form of education now offered to the majority of children. If social injustice is to be remedied and educational waste prevented, we must extend the period of education for all children, offer a much wider variety of educational provision, abolish the tendency to attach social prestige to any particular form of it, devise new methods of diagnosing individual potentialities, and secure an educational period of a fluid character in which the necessary diagnosis can take place.

The importance of the diagnostic period in the reformed educational system cannot be too greatly stressed. It is important because, rightly conceived, it will involve a break with traditional conceptions of education and must inevitably postpone to a later age, if it does not abolish altogether, the formal teaching of school 'subjects'. It will demand a reorientation of teacher attitudes, the substitution of individual treatment for class instruction, and a clinical approach which must steadily undermine the assumptions and values upon which school organization is now based. Failure to understand the revolutionary nature of the conception of educational diagnosis as the prime business of the educator

(Continued on page 586)

Digitized by Google

BLACKIE

Book II now ready

AN ENGLISH COURSE

By W. CUTHBERT ROBB, M.A., Senior English Master, Hawick High School. Book I, 3s. Book II, 3s. Book III in preparation.

This English Course for Secondary Schools has two main purposes—to instil a love of reading and to give some guidance in writing. The author has been guided by his own wide class-room experience both in the choice of reading passages that are interesting to pupils, and in the compilation of composition lessons and exercises that give assistance in writing and provide an elementary course of appreciation.

Book I is intended for pupils of 11 or 12, and Book II for pupils of 12 or 13. In both books the grammar lessons comprehend only the broadest outlines.

A SECONDARY SCHOOL COURSE OF EXERCISES IN ENGLISH

By E. E. ALLEN, B.A., Senior English Master, Tollington School, and A. T. MASON, M.A., Assistant Master, Tollington School. In two books. 2s. each.

A course of Exercises in Grammar and Composition intended to cover the Secondary School Syllabus up to the School Certificate stage. Each book contains a two-year course.

ENGLISH ESSAYS

A Representative Anthology. Selected and edited by W. CUTHBERT ROBB, M.A. 2s. 6d. Thirty-four essays from the time of Bacon to the present day. With Biographical and Critical Notes.

TWO CENTURIES OF CHANGE

By E. J. HUTCHINS, B.Litt., M.A., Headmaster, Varndean School for Boys, Brighton, and L. W. STEPHENS, M.A., Assistant Master at Tonbridge School. In two books, each with 30 maps. 6s. each book. Book I, 1688-1830. Book II, 1815-1919.

Modern British History in its Political, Imperial, Social and Economic aspects for School Certificate and higher forms.

AN EPITOME OF ENGLISH SOCIAL HISTORY 1730-1935

By J. W. RUDDOCK, B.Sc. (Econ.). 2s. 10d.

A full summary of legislation, facts and figures relating to English social history from 1700 to 1935. There are biographical and general indexes.

ENGLISH HISTORY FOR EXAMINATION STUDENTS

By E. H. HASLUCK, M.A., D.P.A., F.R.Hist.S. In four books. 2s. each.

Book I, 1066–1485. Book II, 1485–1689. Book III, 1689–1815. Book IV, 1815–1914. Intended mainly for revision. The choice of topics is based on examination requirements, and there are full sets of text questions.

Just Published

LES AVENTURES DE MAÎTRE RENART ET DE SES COMPÈRES

Specially prepared for second-year pupils according to Van der Beke's Word Frequency Lists by F. F. BROTHERTON, B.A., Senior Modern Language Master, Burnage High School, Manchester, author of *Les Aventures de Tristan Tlault*. With Vocabulary. 1s. 5d.

HIGHWAYS AND BYWAYS OF FRENCH LITERATURE

A series of texts by contemporary authors, with serviceable footnotes and vocabulary. 2s. each.

BERNAY—L'Homme qui dormit Cent Ans. CHARCOT—Autour du Pôle Sud. HANSTEIN—Jusqu'à la Lune en Fusée Aérienne. LEVEL—L'Ile sans Nom. NORMAND—Les Petits Cinq. PRICE—La Grotte Mystérieuse.

GRADED GERMAN TEXTS

General Editor: WERNER R. SCHWEIZER, Ph.D., Head of the Department of German, University College, Nottingham. 1s. 9d. each.

FOR SECOND YEAR

GRELL—Schulboot "Alte Liebe." MATTHIESSEN—Die Kleinen Räuber. SIELAFF—Der Rollerklub.

FOR MIDDLE FORMS

STORM—Pole Poppenspäler. URBAN and others—Seltsame Geschichten. MEYER—Der Schuss von der Kanzel.

FOR UPPER FORMS

SPITTELER—Die Mädchenfeinde. BAUMGART—Andrée: Ein Kampf um den Pol. HOFFMANN—Das Fräulein von Scuderi.

Part III, now ready

SCHOOL CERTIFICATE PHYSICS COURSE

By W. G. DAVIES, M.Sc. (Wales), B.Sc., D.Phil. (Oxon.), Head of the Physics Department, Royal Grammar School, Newcastle-upon-Tyne.

Part I. HEAT. With 121 diagrams. 3s. 6d.

Part II. MAGNETISM AND ELECTRICITY. With 215 diagrams. 5s.

Part III. LIGHT. With 171 diagrams. 4s.

No previous knowledge of the subject is assumed. Each book contains numerous worked examples throughout the text and questions at the end of each chapter which have been taken from actual School Certificate Examination papers.

A PUBLIC SCHOOL BIOLOGY

By J. T. HANKINSON, M.A., late Biology Master and Medical Tutor, Stowe School. With 147 diagrams. 6s. Primarily intended for any of the School Certificate Examinations, and in especial for the syllabus of the School Certificate of the Oxford and Cambridge Schools Examination Board.

We are always pleased to consider applications for inspection copies of class books.

Blackie & Son, Ltd., 66 Chandos Place, London, W.C.2

Digitized by Google

during a lengthy period of school life will incapacitate us for dealing with it in any adequate measure. Failure to face the attendant problems in a spirit of humility and intellectual honesty may jeopardize our success in the whole field of post-war educational reform.

What justification is there for regarding the introduction of diagnostic years as a potential educational revolution? A superficial view would suggest that only minor changes in attitude, personnel, and structure will be required. Postponement of selection for another couple of years and the introduction of more varied methods when selection becomes necessary; training in the use of intelligence tests for some member of the school staff; the introduction of the multilateral school or principle to ease the problem of transfer—how dangerously easy it is to assume that such changes are all that are required, and that the main features of our traditional structure can continue undisturbed. The writer takes the contrary view, and would urge for consideration that the diagnostic years, dropped as they will be into the centre of the educational pool, will ruffle its placid surface and spread their influence in ever-widening circles over its complete extent.

Consider first the radical change which must come about in the relations between primary and post-primary schools. It has not yet been decided whether the diagnostic years should form a part of the primary school or of the new secondary schools. The Bedford Conference of the English New Educational Fellowship, for example, left the matter undecided, preferring to concentrate attention upon the need for a diagnostic period than to divide opinion as to the particular place in which the diagnosis should be carried out. Reasonable claims can be put forward by both schools. The primary school can claim intimate acquaintance with the child extending over a considerable period; experience of his temperament, early social adjustment, and past achievement; and, not least of all, familiarity with the kind of fluid school environment which must be continued into the diagnostic years. The post-primary school can claim that the diagnosis is best conducted in a building in which the child becomes familiar with the alternatives which will later be open to him, so that he can help more actively to determine his own future course.

Viewed solely in the light of the needs of the child a reasonable compromise would seem possible. The advantages claimed by both the primary and the secondary school can be obtained for him if he is housed in the latter, but continues to be under the supervision of some of the teachers who were with him in the primary school. This presupposes a fluidity of staff between school and school which has yet to be brought about.

Consider next the potential influence of properly conducted diagnostic years upon pedagogic practice. The all too prevalent notion of schools as centres of instruction can hardly survive the impact of these new 'departments for child study and assistance'. The teacher will need to be more of a psychologist and less of an instructor; he will think of anti-social conduct in terms of individual social adjustment rather than of institutional convenience; punishment will give place to guidance, and a new index of maturity replace the statistically inaccurate 'average percentage' which occupies so grotesquely prominent a place in the existing school report. Lack of achievement in a particular subject will be a cause of inquiry rather than of rebuke; temperamental qualities will be studied equally with academic achievement; verbal facility and numerical manipulation will be dethroned from their pre-eminent place in the school curriculum, and increasing opportunities given for the development of other skills with an equal educational status. Creative activity as a direct expression of individual personality will be encouraged, and the mere reproduction of half-digested information obtained from text-book or teacher correspondingly frowned upon. The Cumulative Record Card will largely replace the mark book, and competition with the child's own past achievement be substituted for the struggle to beat his fellows. The success of a teaching method will be judged by its effect upon attitudes no less than by its contribution to improved achievement, and orderliness achieved by repression will be condemned.

Consider also the implied integration of kindred but at present almost unrelated services. Child guidance will no longer be reserved for children whose anti-social tendencies attract sufficient attention for them to be referred to a Child Guidance Clinic. Psychological advice and assistance will need to be given, within the school itself, by a person whose experience embraces meeting the needs of normal children in their ordinary school environment. The psychologist must be a member of the school staff, and be accepted by the children as such. He must understand the school environment by being a part of it, take some share in its normal routine, and assist in the gradual elimination of its psychologically undesirable features.

A difficulty arises here which many will prefer to shirk. If the psychologist is to be sovereign in his own sphere, and anything less would make his function a farce, what is to become of the power of the existing form of headmaster who thinks of the school as his own creation? It would seem that, at long last, we may be forced to constitute the school as a democratically governed institution, in which responsibility is communally shouldered by being communally shared, and in which we have a horizontal rather than a hierarchical division of powers.

Finally, what is to be the relation between the medical and educational services in the new regime? Are we to continue to rest content with the present spasmodic medical inspection with its corresponding record card, sometimes not available in the school, frequently indecipherable, and even when decipherable almost invariably unintelligible? We shall surely need to think in terms of positive physical as well as psychological health. The medical record card must give up its sacrosanct nature and become part of the normal cumulative record of the child's school career. The Peckham Health Centre would appear to have given us a lead in the right direction. The diagnostic years, and the activities of all who deal with any aspect of child development, must be integrated; they must cease to be competing vested interests and become co-operating factors. The needs of the child must be pre-eminent, and, in the name of complete and satisfactory diagnosis, prejudice must be overcome, precedent disregarded, vested interests overthrown, an educational revolution begun.

"O Domine Deus, speravi in te!
O care mi Jesu, nunc libera me!
In dura catena, in misera poena,
Languendo, gemendo, et genu flectendo,
Adoro, imploro ut liberes me."

Hymn written by Mary Queen of Scots at Fotheringay the day before her execution.

Digitized by Google

Nelson School Classics

Not the least of war-time publishing difficulties has been the task of keeping in print the Nelson educational series which are needed for examination purposes. The School Edition of the *Nelson Classics* is always in great demand, for many of the titles are set for examinations of all kinds, and numerous schools have been disappointed at not being able to obtain supplies. The publishers are glad to announce that many of the titles are once more available. These books are cloth bound, unabridged and in many cases illustrated.

Average price **2s. 3d.**

CHARTER FOR YOUTH SERIES

Young People in Industry

M. W. THOMAS, M.A., LL.M.

"A dramatic account of two centuries of incessant grim struggle for the liberation of children from unhappy, unhealthy, sordid working conditions.... The facts collected so assiduously and presented so faithfully amount to a corner in crime strong enough for any taste. . . . Mr. Thomas has selected his facts wisely, supported them skilfully with ample evidence, and presented them in a scholarly, dispassionate, yet interesting manner.... The modern Pharisee will be moved to give thanks that he is not as other men were, while the modern Samaritan will turn with renewed vigour to the unfinished task."

—*Times Educational Supplement.* **5s.** *net*

Russian Cavalcade

E. H. CARTER

"'Russian Cavalcade,' in spite of its title, is straight history. And at last someone has dared to say what communism is in what one hopes will be a school text-book. Impeccable authorities are quoted. . . ."—*The Times Educational Supplement.*

Illustrated. **3s. 6d.**

Teaching of English

In spite of war-time difficulties of production, which still persist, every effort has been made to keep in stock a representative range of titles in this famous series.

It is hoped that the many orders for Masefield's **Lost Endeavour**, set for the School Certificate, may soon be executed. Another large printing is now in hand.

TWO NEW VOLUMES IN THE

Practical Work Books

This topical series presents a practical approach to the usual junior school subjects, and some others, with plenty of activity on the child's part, and joint emphasis on the background of to-day and on citizenship. The books are arresting and experimental, and can be used with any scheme of work. *Stiff covers,* **1s.** each

Practical Woodwork

D. F. MORRIS

Fully illustrated handbook providing students with a thorough knowledge of carpentry groundwork.

Toy-Making in Wood

F. W. DEVERELL

Enables pupils to learn use of setting out and bench tools in an interesting way.

Thomas Nelson & Sons Ltd.
Parkside Works • Edinburgh

Digitized by Google

CORRESPONDENCE

ADULT EDUCATION AND THE W.E.A.

SIR,—We have very serious reason to complain about the attack on the W.E.A. in your "Notes and Comments" of November. It is unfortunate that you were not better informed or you would not have found it necessary to suggest that a national co-ordinating body for adult education is being held up by the intransigence of the W.E.A. You might have known, for instance, that of the three Conferences that have so far been held to discuss this matter, the chief officer of the W.E.A. has acted as both Secretary and Convener, and so far from the W.E.A. desiring to exercise "decisive power" it has accepted a position in which it is accorded two representatives out of a total of forty-six in a body comprising thirty organizations. This hardly suggests a monopoly.

Even if you have no love for the W.E.A. there is no reason why you should not be fair. Whether a discussion group in a Community Centre is as vital as a tutorial class is not a matter about which I am concerned just now, though the doctrinaire way in which you lay down this idea rather suggests you have not had much experience of tutorial classes.

You appear to have had even less experience or knowledge of what is going on in the field of national negotiation and it would not be unseemly for you to give the same prominence to this letter that you gave to the original statement.

ERNEST GREEN,
General Secretary.

The Workers' Educational Association,
38A, St. George's Drive,
Victoria, S.W. 1.

GENERAL SCIENCE AND TOPICS

SIR,—While welcoming the content of Mr. Shelton's article on "General Science and Topics" in *The Journal of Education* for August, 1945, I am very doubtful whether one of the conclusions he draws is based on existing facts. After disposing of the elementary syllabus of the Science Masters' Association as being unsatisfactory as a general science syllabus both because of its content and because of the methods of presentation advised, Mr. Shelton says he knows of only two detailed English syllabuses "which do not follow the ordinary subject lines: my own and that of the Northern Universities Matriculation Board". He also refers to the unit plan for junior pupils, as used in the U.S.A.

Mr. Shelton appears not to have noticed the syllabus published by John Murray for the Association of Women Science Teachers, in the autumn of 1944. This syllabus has been widely distributed under the title of "Science in Post-Primary Education—Interim Report by the Association of Women Science Teachers", and, what is more, formed the substance of an article I wrote in the July number of *The Journal of Education*. Because of this article and the publicity it gave the A.W.S.T. syllabus which supports general science on a topic plan for the first five years of a secondary school, I shall do no more here than say that I feel it was a pity that this syllabus was not seen, read, and examined by Mr. Shelton before he wrote his article and drew the conclusion he has done. I hope very much that he will buy and read a copy of the A.W.S.T. syllabus.

The Committee responsible for drawing up this report was composed of women drawn from widely-differing spheres in the teaching world. They definitely considered and planned for general science in all types of secondary school; there is a balance between the physical and biological aspects of science; and the material was chosen "to present scientific facts and theories which are most important in the general structure of scientific thought, and in its applications to common life". This Committee has now completed its report by the additional chapters and appendices, as promised, the supplement being in the hands of the printers; it is now planning more detailed and explanatory general science syllabuses for teachers to use in the new modern secondary schools.

PHYLLIS M. TAYLOR,
Association of Women Science Teachers.

5 Burlescoombe Leas,
Thorpe Bay, Essex.

SIR,—In reply to Miss Taylor's letter, I had better explain in the first place that my article on "General Science and Topics" was written before the issue of the syllabus of the Association of Women Science Teachers, and consequently I could not refer to it. I am, however, aware of its existence. Miss Taylor will find a short notice written by me in the pages of *The Schoolmaster* (October 19, 1944). This refers to the Interim Report. If anything has been issued subsequently it has not yet come my way. I hardly think this interim report can be classed as a detailed syllabus, especially for the last three years—13 plus to 16 plus. Moreover, when heat and light, sound, and magnetism and electricity are sub-topics of the main topic, energy, it seems to me that the departure from subject lines is more apparent than real. Anyhow, I am fully aware of the existence of this publication, but do not think a short letter a suitable place for a considered review.

5, Ferry Road, H. S. SHELTON.
Teddington.

PARITY OF CONDITIONS

SIR,—I am much grieved that Mr. Horniblow should feel that I am lacking in sympathy.

Perhaps it was my fault for not making clear, beyond any dispute, what I meant. The main drift of my argument was "why spend so much time on reorganizing when the practical physical needs of all schools, especially the schools for younger children, are so great"? I do, actually, sympathize very strongly with Mr. Horniblow, and, if I had to decide what should be the first dragon to be attacked, I should choose the task of removing conditions such as exist in his school, and that of reducing the size of classes, rather than spend my time on reorganizing, or even on extending, the general school age without improving the conditions that exist in so many places.

I should be very much hurt if Mr. Horniblow really were to feel that my letter was prompted by anything but a most earnest desire to put vital human values first and above all the interests of the children.

R. C. UNMACK,
Headmaster.

King's College,
Taunton.

(Continued on page 590)

Digitized by Google

THE TEACHING OF SCIENCE

W. L. Sumner

218 *pages*, 5*s*.

"Mr. Sumner has worked out an admirable course, with applications to almost everything that happens in the ordinary school child's experience, from the National Health Insurance to the lighting of the school stage."—*Times Educational Supplement.*

THE TEACHING OF ARITHMETIC

W. L. Sumner

Cr. 8*vo.*, *Cloth*, 5*s*.

The book, which follows the lines suggested in the various Board of Education publications, gives a comprehensive survey of the problems of elementary mathematics and arithmetic teaching.

LE PARLER DE FRANCE

H. E. Falla

A French course in three parts, 2*s*. 6*d*. *each*.

This course is intended to cover the first three years of French teaching in secondary schools. All the essentials of grammar required for School Certificate examinations are dealt with.

PAIDEIA: The Ideals of Greek Culture, Vol. III

Werner Jeagar

Med. 8*vo*, *Cloth*, 22*s*. 6*d*. *net*

The author has tried to explain the social structure and function of Greek ideals of culture against their historical background.

BEGINNING LATIN

Gilbert Highet

La. Cr. 8*vo*. *Cloth*. 4*s*. 6*d*.
or in two parts, 2*s*. 6*d*. *each*.

The book is at once a grammar and a syntax, and, incidentally, in the passages for translation, an introduction to Roman History, for students of Latin in the pre-School Certificate period. A vocabulary, a copious index and many illustrations make the book a complete introduction to the Latin language.

JOHANN ELIAS SCHLEGEL

E. M. Wilkinson

Demy 8*vo*. *Cloth*. 12*s*. 6*d*. *net*.

This book deals with a German writer who approached aesthetics not as a branch of philosophy but in the more empirical way of our English tradition.

BASIL BLACKWELL, OXFORD

METHUEN

THE NEW EUROPE

An Introduction to its Political Geography

By PROFESSOR WALTER FITZGERALD. "Very opportune and is to be particularly welcomed in helping to spread a saner appreciation of the problems affecting the most complicated continent on the earth." —*Birmingham Post.* Demy 8vo. With 28 maps. **14s.** net

A SCHOOL GERMAN COURSE

By D. H. STOTT. "Teachers of German would be well advised to examine Mr. Stott's course with a view to using it instead of one of the many out-of-date ones still found in schools."—*Times Educational Supplement.*
Crown 8vo. In two parts, **5s.** each

THE FRONTIERS OF DRAMA

By UNA ELLIS-FERMOR. This arresting and original work is a study of the relations between content and form in drama. Crown 8vo. **8s. 6d.** net

CYTOLOGICAL TECHNIQUE

By JOHN R. BAKER. A volume of Methuen's series of *Monographs on Biological Subjects*, newly enlarged and completely revised. F'cap 8vo. **6s.** net

36 ESSEX STREET, LONDON, W.C.2

Digitized by Google

INTERNATIONAL CO-OPERATION

SIR,—As your recent articles on International Education by Professor Norman Bentwich have indicated, much is being done to establish international understanding through educational co-operation. The eyes of every one whose heart and whose hopes lie with the younger generation are watching the outcome of the conference of Ministers of Education of the United Nations held in London last month.

All this is encouraging, but at the same time I should like to stress the importance of immediate practical steps being taken in this country to foster and create closer relationships between young people of all countries. World plans for educational co-operation through an international agency must, by reason of their immensity, importance, and intricacy, take considerable time to develop and to seep through to the individual boys and girls of the world. If the present generation of adolescents is to be given its chance of developing this spirit of friendship and understanding forged in war-time, and thus of contributing to the vital foundation of world peace, action must be taken immediately on concrete projects.

There is no apathy on the part of the young people towards international problems, and there is certainly no unwillingness on the part of teachers and youth leaders to foster this interest, but both are handicapped through lack of practical facilities. Such practical projects as are undertaken are fraught with almost insuperable difficulties, and thus opportunities are being wasted. Teachers and youth leaders rightly feel that their energies must first go to overcoming the manifold home problems, but they would also develop the international side of their work if they could get assistance from one focal point, both with ideas for programmes and with the contacts and materials necessary for carrying out such ideas.

A practical example of this was the organization of an extremely successful International Youth Camp in Cornwall in August. Eighty-five boys and girls between the ages of 14 and 20 from Belgium, England, France, Greece, Holland, and Poland spent a fortnight under canvas together. They left firmly started along the road of international friendship and understanding. Foreign affairs had become a living thing for each one of them and they felt a community of interests with the young people of Europe. From the views volunteered as they left and from the volume of appreciative letters since received it is evident that this camp was a thrilling experience which opened up new avenues of study and enjoyment. Furthermore it has aroused great interest overseas about British youth and its plans for further international co-operation. Letters are being received daily from boys and girls as well as from adult leaders in Europe asking for information, pen friends, plans for next year's camps, &c. But under the present system in England there is little hope of their getting a satisfactory answer, or of the British youth getting the opportunities for the further study and meetings which they want.

In arranging this camp the County Youth Organizer came up against tremendous difficulties on the international side. Before the camp actually started he had written over 400 letters in connexion with it! Such a situation is impossible if this kind of work is to continue. Moreover, the success of the camp suffered through there being no specialized department to select the foreigners and make all arrangements for them, help with the supply of suitable speakers and staff, and provide written and pictorial information. Even more unfortunate, the full results will not be achieved unless someone can follow up the newly-aroused interests, and plan next year's ventures on a much wider scale. It is obviously not within the scope or resources of any individual organizer.

The solution, I believe, would be the formation of a small 'facilities' unit (called perhaps a Bureau of International Youth Relations), having the support and confidence of the Foreign Office, the Ministry of Education, as well as the co-operation of the voluntary youth organizations, local education authorities, and other educational bodies. This bureau could co-ordinate and make known to others the work that is already being done in this field by numerous organizations, stimulate new ventures, and maintain close contact with teachers, youth leaders, and organizations in other countries, so that a full interchange of factual information as well as of young people themselves might be constantly in progress.

MONICA POWELL.

1 Stanley Crescent,
W. 11.

SIR,—A careful reading of the short article on International Co-operation given first place in your September issue prompts me to ask why so little emphasis is laid on a far freer interchange of teachers between all nations than has yet been seen. My far-away impression is that on the whole hitherto language-teachers so inclined made their homes in other countries. Our need is rather for the encouragement of more representative teachers anxious for the experience of working in other countries for a continuous period of, say, five years. In such a time they could gain some real understanding of the people among whom they worked, as well as widen the outlook of their pupils. On their return they could do sound work in enlightening their fellow-countrymen as to the needs and hopes of the peoples with whom they had shared interests for a period which would have allowed the growth of a new intimacy.

The difficulties of interchanges in the immediate future are all too clear; but surely there are some teachers sufficiently free and adventurous to go out gladly into difficult, but interesting, circumstances, were that made possible for them without undue penalties as regards family needs, pensions, etc. General recognition that such interchanges should be encouraged would make it possible for existing educational bodies to facilitate them. On the other hand, as example is better than precept, the first emphasis would perhaps have to lie on inviting teachers from other countries to work in Britain. In any case, it seems undesirable to wait till a bureau is established under which exchanges would be arranged. Stress is placed on the care needed to make such a bureau a success; if it were clear beyond doubt that ordinary people were so united as to the urgency of creating peace by understanding and co-operation that they encouraged willing teachers to migrate to the schools of other nations, there would be a much better chance of our succeeding in creating an organization which would control beneficially the interchange of representative teachers between all nations.

JOHN MACLEAN.

Wilson College,
Bombay 7.

Digitized by Google

ΠΑΛΛΑΣ
ΑΘΗΝΗ

PALLAS ATHENE . . goddess of wisdom and patroness of all arts and crafts, the inspiration of learning and culture in the golden age of Greece . . . The lamp which lit her sacred temple still burns today: a new age of Education is beginning, rising from the ashes of war to bring freedom and strength to the youth of tomorrow. In that great future, the E.S.A. will continue to play its part, serving the cause of learning with all that is finest in modern design, materials and workmanship.

ESA

THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED
INCORPORATING RELFE BROS.
181 High Holborn, London, W.C.1 *Telephone*: Holborn 9116
Stevenage, Hertfordshire *Telephone*: Stevenage 500 * 101 Wellington Street, Glasgow, C.2 *Telephone*: Central 2369
EA/9

Digitized by Google

SCOTLAND, WALES, AND NORTHERN IRELAND

SCHOOL BUILDINGS FOR SCOTLAND

THIS is one of a series of Reports, published under the title of " Post-War Building Studies " and under the aegis of the Ministry of Works, which is of particular interest to all concerned with formal education in Scotland. In May, 1943, a Committee, under the chairmanship of Dr. Jardine of the Scottish Education Department, was set up for the purpose of considering and making recommendations as to the planning of schools and other buildings that will be required for educational purposes after the war, and this, its first Report, is a commendably brief and businesslike statement, replete with helpful and practical suggestions on the sites, structure, lay-out, and furnishing of educational establishments, illustrated and supported by an admirable series of plans and sketches. The present Report deals mainly with the nursery and primary school, for building developments in regard to secondary schools must very properly await the forthcoming Report of the Advisory Council on educational policy, curricula, and courses at the secondary stage: but within its limits the first Report is both comprehensive and exhaustive.

In the forefront of the reconstruction programme Mr. Churchill, it will be remembered, put work, food, and housing, and, although schools were not specifically mentioned, the Committee rightly felt that the term housing covered this provision as well. " Where education is compulsory ", states the Report, " schools are the complement of houses; houses and schools are equally essential before family settlement can be complete." And, accordingly, the basic recommendation is made that " the building of schools should have equal priority with the provision of houses, and that, in new housing schemes, schools and houses should be planned and erected at the same time ".

Equally forthright is the condemnation of school buildings—and there are many—that are at present unsatisfactory. The Committee " take this opportunity of emphasizing that rooms where artificial light is constantly necessary, where hearing is seriously defective, or where heating and ventilation are bad, rooms which have no access to a corridor or can be entered only through other rooms, and the lack of reasonably satisfactory cloak-room accommodation, or of latrine and lavatory arrangements, are amongst the defects which should no longer be tolerated ". Where such schools are capable of improvement it is a wise economy to make the attempt by internal reconstruction, enlargement of windows and so on, but the Committee recommend that the reconstruction of unsatisfactory existing buildings should not be undertaken if the expenditure will exceed 50 per cent. of the cost of erecting a completely new school.

The Committee agree that all large schools should be wired for broadcast reception, and urge the necessity of considering the constructional details at an early stage in the planning of the school. Important recommendations appear in the appendices to the Report in regard to the wiring of schools for broadcast reception and to the provision to be made for the use of visual aids in schools, including both silent and sound sub-standard projectors. It is gratifying to note that the Committee are fully conscious of the possibilities of these modern aids in enriching and extending the content and experience of formal education.

The Report does not minimize the prospective difficulties of labour and material, aggravated at present by the Department's relatively large allocations of labour in use for the building of kitchens and dining-rooms for the school meals service, and many urgent reforms and improvements must await the return of better times. Meanwhile the recommendations of the Committee should be carefully studied and the plans examined in the hope that, when they are implemented, the schools of Scotland will be worthy of their educational tradition and reputation.

THE SUPPLY OF TEACHERS IN SCOTLAND

IT is already evident that the problem of the supply of teachers in Scotland is less acute than in England. Indeed, it is possible even at this date to make the forecast with some confidence that the additional teachers required to make up for wastage and to implement the conditions of the raising of the school-leaving age will be forthcoming, provided that the present numbers of retired teachers and married women teachers remain in service, that a high proportion of the teachers in the Services may be expected to return to the schools, and that a considerable number of the students whose training has been interrupted by war service will have completed their courses before April 1, 1947, when the school-leaving age is to be raised to 15. As these, with perhaps the exception of the first, are all reasonable assumptions, and as the new " Teviot Scales " may be expected to encourage recruitment, it is likely that the 1,800 additional teachers required will be found, though there may still be difficulties in respect of certain categories, more particularly in specialist teachers who require an Honours qualification, most of all in mathematics and science.

The emergency scheme of training for persons from the Forces and from industry and commerce, established by the National Committee for the Training of Teachers, continues to operate smoothly and efficiently. Already some 3,500 applications have been received, over 1,000 applicants have been personally interviewed, and of these over 700 have been accepted for training either outright or conditionally. Happily there has been no need, as in England, to set up new Training Colleges for the accommodation of these additional students, as the bulk of them can be accommodated in the existing training centres and colleges. New premises have, however, been acquired by the National Committee for the accommodation of those students who wish to qualify in technical subjects and in physical education. On the whole the prospects are reasonably satisfactory, and, though there is no possibility in the immediate future of any reduction in the size of classes, there is no reason to suspect any serious deterioration in the existing position both as regards staffing and accommodation.

LANGUAGE TEACHING IN WALES

THE Welsh Department of the Ministry of Education have published their Pamphlet No. 1, *Language Teaching in Primary Schools*. It has been compiled by a group of H.M. Inspectors and is

(Continued on page 594)

Digitized by Google

DO YOU REALISE

that you can Purchase

SLIDES
and
FILM STRIP
from us ;

Also that we can make

SLIDES
from
YOUR OWN MATERIAL?

Your enquiries will be welcomed by

NEWTON & CO. LTD.

(Established over 200 years)

Telephone: WELbeck 4131 (2 lines) **72 Wigmore Street London, W. 1** Telegrams: "Newtobar Phone London"

UNIVERSITY COLLEGE
LEICESTER

The College offers courses for the External Degrees of London University in Arts, Science, and Commerce. Some of these courses are suitable for students who wish to take the first Examination in Agriculture, Dental Surgery, Medicine, and Veterinary Science.

Inclusive Tuition Fee, £25 per annum

DEPARTMENT OF EXTRA-MURAL EDUCATION
HOSTEL FOR WOMEN STUDENTS

Prospectus free on application to Registrar

MAP-READING MADE EASY

By Captain C. C. ESSON and G. S. PHILIP, F.R.G.S.

This comprehensive and instructive manual has reached its Seventh Edition. Bearings, use of Prismatic Compass, Contours, Scales and Map References are dealt with in a masterly way, while the most interesting and lucid explanation is presented.

The practical application of other subjects — Geometry, Arithmetic, Drawing, etc.—which it encourages, enhances its value for use in schools.

SEVENTH EDITION, amended for use in conjunction with the R.M.C. "MANUAL."

100 pages, with 139 diagrams and illustrations. Size 7¼ × 9¼ in. Manilla covers. 4/9

SURVEYING FOR SCHOOLS

By W. ALFRED RICHARDSON, O.B.E., B.A., B.Sc.(Eng.)
Principal, Derby Technical College.

The methods given are in every case based upon the best practice. Covers all requirements of the Junior Cambridge Examination in Surveying.

Crown 8vo. With 115 Illustrations and Diagrams. 3/6

THE GATEWAYS OF COMMERCE

By JAMES FAIRGRIEVE, M.A. and ERNEST YOUNG, B.Sc.

A training in certain fundamental economic questions with geography as the medium of illustration and interpretation. Boards, flush. 3/6

SOVIET RUSSIA IN MAPS

Its Origins and Development

Edited by GEORGE GOODALL, M.A.

An illuminating book of coloured maps with notes, admirably meeting the urgent demand for knowledge of the geography and resources of the Soviet Union. Indispensable to the thorough understanding of all literature on the U.S.S.R., and of lasting interest and utility. 32 pages in coloured cover. 10 × 7½ in. 2/6 net

MEMORANDUM ON THE TEACHING OF GEOGRAPHY

Second Edition, revised and enlarged. Issued by the Incorporated Association of Assistant Masters in Secondary Schools.

Corrected, modified and enlarged in the light of added experience since 1936. The new type of examination is discussed at length, and new matter has been included in the study of local geography, teaching methods, the geography film, the ship adoption scheme, etc. 500 pages, with numerous black-and-white and photo-illustrations.

Crown 8vo, bound in cloth boards. 9/-

To A.M.A. members, through the Association, 7/9

Copies will be sent for inspection

GEORGE PHILIP & SON LIMITED
32 • FLEET STREET • LONDON • EC4

Digitized by Google

intended mainly for the guidance of local education authorities and teachers. The language problems are dealt with in the three types of area, namely, Welsh-speaking Areas, Linguistically Mixed Areas, and non-Welsh-speaking Areas.

Tribute is paid to the work done in the Welsh-speaking areas, especially in the infants' schools where Welsh is the medium of instruction, but it is suggested that when the children enter the junior school there is too much haste towards English as the medium. " English as a medium of instruction should be used sparingly and then only in the upper classes " of the junior school.

In the linguistically mixed areas the pamphlet suggests that classification on the basis of the home language is the only satisfactory method. It suggests that parents in these areas often give up battling against the absorption of the children in the non-Welsh-speaking majority in the schools, and Welsh places of worship are frequently driven to a compromise with the school and the home, or else lose the children.

With regard to the position of Welsh language teaching in the primary schools of the non-Welsh-speaking areas, the pamphlet says that it is unsatisfactory, mainly due to insufficient knowledge of the Welsh language and technique of second language teaching on the part of the teachers, to the unhealthy competition in the entrance examination to secondary schools, which does not demand any knowledge of a second language, and to the fact that Welsh as a second language has been a separate activity not merged in the common effort, and that the common effort has been too much divorced from Welsh life.

Extracts are given from the 1931 census returns relating to all the counties of Wales. From these are deduced, first, the statement (which is open to doubt) contained in the Norwood Report, that, in rural Wales which comprises three-quarters of the geographical area of the country, Welsh is still the home language of the large majority of the people and, secondly, that in 1931 there were nearly 70,000 more persons able to speak Welsh in Glamorgan than in the whole of the five counties of Anglesey, Caernarvon, Cardigan, Denbigh, and Merioneth. It does not point out that the returns indicate that nearly two-thirds of the people of Wales were monoglot English, and that in eight out of the thirteen counties of Wales the great majority of Welshmen could not speak Welsh.

THE TEACHERS' PLAN FOR ULSTER EDUCATION

THE Ulster Teachers' Union, which represents the views of the majority of elementary school teachers in Northern Ireland, has issued a pamphlet containing criticisms and suggestions on the proposed revision of education in Northern Ireland as outlined in the Government's White Paper on Educational Reconstruction published some months ago, and about to be implemented in the form of an Education Bill.

" Throughout the White Paper there are countless examples of pious hopes, perhaps never to be fulfilled," states the pamphlet. " Teachers want to see incorporated in the new Bill definite statements—the maximum class; the latest year for attaining this; when the school-leaving age is to be raised to 15 and then 16 years. We want the scourge of diplomatic indefiniteness to be removed, and the blessings of healthy definiteness to take its place."

The Union maintains that " all schools for children of pre-secondary age should be similar in organization and status, thus providing a solid foundation of similar texture upon which diverse secondary education could be built ". It is pointed out that, although this is provided in the English Education Act, it is not intended for Northern Ireland. Further, " the White Paper promises secondary education of equal status for all children, but in our opinion this will not be possible if the Minister's scheme is carried out. The senior secondary school will be permitted to reserve one-fifth of admissions for children who pay fees, but need not pass the entrance examination ". The Union considers that " this proposal cuts right across the avowed intention of giving each child that type of education best suited to his ability and aptitude. We cannot see the necessity for any loophole in the structure unless it is to pander to certain vested interests, who know already that the proposed new junior secondary schools, which are to cater for the majority, will not be of equal status to the senior secondary schools. The junior secondary school designed for the academically duller children will suffer a loss of the second-best pupils at 13 years, who will go to the technical schools, and a few to fill up any places left in the senior secondary. Thus only those who have tried to get out and failed will be left, and everybody will know immediately that the children attending these junior schools are failures ".

Objections to the junior secondary school are summarized as follows: It will perpetuate intellectual snobbery among those children who can pass the test at 11 plus; it will lead to cramming in the primary school from the age of 8 or 9 to prepare the pupils for the crucial test upon which their whole lives will depend; it will divide families and separate friends; it will be socially inferior, for fee-paying failures can still enter the senior secondary school; it will be known as a school for failures who have tried at least twice to get out without success; it will always be in a state of flux; it will be inferior in the eyes of employers, parents, and children; and, finally, it will be too heavily handicapped to succeed.

The Union expresses the belief that these disadvantages could all be avoided if a type of multilateral school were established. It would have no intellectual stigma; it would create no inferiority complex among duller children; it would, by the intermingling of children of all mentalities, benefit the slower and not handicap the quicker; it would allow children to be reclassified or transferred to different courses without stigma; and it would not denude the workshops of the more clever workers for there would be an incentive for a clever boy to take the course in which he is specially interested, and not necessarily the academic course leading to the professions or the university.

The Union recommends that all educational establishments should be licensed by the education authority, and should conform to certain minimum standards of accommodation, equipment, and qualifications in teaching staff. The Union also wishes to see removed the disparity in grants from public funds to various types of schools. Full civil rights for all teachers are demanded, since teachers in Northern Ireland are the only teachers throughout the British Empire without these rights. A clear statement that all holidays in all types of schools should be of a similar duration is also requested.

In conclusion, the Union asks for an educational system which is truly equitable to every child, and to which teachers can give enthusiastic approval and unstinted support.

Digitized by Google

Scientifically placed Rediffusion loudspeakers and perfect reception bring the studio right into the classroom.

Bringing the Broadcasting Studio into every classroom

EXPERTS in wired broadcasting have plans which will revolutionize the quality of reception in schools of the B.B.C. Schools Broadcasts.

The success of these broadcasts depends entirely on the ease with which students are able to hear what is produced in the studio. Engineers of Broadcast Relay Service Ltd. have therefore made a considerable study of the placing and numbers of the loudspeakers required in each type of classroom. In their opinion, every classroom should be wired, so that all stages of the school curriculum can be covered without movement of classes and the possible crowding of a single "radio classroom."

Then, in order to ensure the best possible reception, two methods have been evolved. In towns where the normal Broadcast Relay entertainment service is available, the school is connected direct to the B.B.C. studio by wire, and reception is therefore perfect. In other towns, a special receiving set is installed and the classrooms are wired to this.

Scientifically diffused sound is the hallmark of Broadcast Relay's Rediffusion service for schools. There is no comparable service available in the educational world.

REDIFFUSION

BY BROADCAST RELAY SERVICE LTD.

CARLTON HOUSE, REGENT STREET, LONDON, S.W.1

serves the following areas :

BANGOR (CO. DOWN), BARGOED, BARROW, BLACKPOOL, BROADSTAIRS, DARLINGTON, EXETER, GATESHEAD, HULL, KENDAL, LANCASTER, MAIDSTONE, MARGATE, MERTHYR, MORECAMBE, NEWCASTLE, NEWPORT (MON.), NORTH AND SOUTH SHIELDS, NOTTINGHAM, PLYMOUTH, PONTYPRIDD, RAMSGATE, RHONDDA VALLEY, ROCHDALE, ROTHERHAM, ST. HELENS, STRETFORD, SUNDERLAND, SWANSEA, WALLASEY, WALLSEND, WHITLEY BAY, WOLVERHAMPTON, and also in MALTA and TRINIDAD.

Digitized by Google

EMPIRE AND FOREIGN NEWS

'CHILDREN OUT OF UNIFORM'

AN IMPRESSION FROM THE PROVINCE OF HANOVER, OCTOBER, 1945

By Major J. A. H. CLARKE

ONE of the crimes under which the head Nazis are charged is the monstrous regimentation of children's minds and the perverting of their natural charm and independence into a rigid and repetitive pattern. They are justly arraigned.

We have lived since the middle of May in a town, quite untouched by war, of some 3,000 people near Lüneberg. It doesn't live up to its self-consciously large label of *Kurort* (Spa) which appears at the railway station, but it has several nursing and children's homes; a river runs nearby, and, with its two or three old streets, neat brick villas, gardens, and allotments, it is fresh and pleasant enough.

We couldn't help noticing the young children. There were so many of them, brown and plump, mostly with hair so pale as to be almost white, and their clothes fresh, bright, and of good quality. The Germans have a pleasant habit of dressing a small girl in, say, a blue dress with a red apron; a pink dress with a green apron; and with crisp, neat bows in their hair. The small boys all wore those very short shorts, and a skimpy shirt—or possibly nothing else at all. Many don't wear shoes.

With total non-fraternization and the Red Cross in the three big Children's Homes, we could only observe, for the first few weeks. Then, ordered to fraternize with small children and having had it explained to us that a girl of 19 was not a child in that sense of the word, we started off with some head-pattings, some "*wie heisst Du's*", and a bar or two of chocolate. But would they speak? No. Clutch the bar of chocolate, certainly, and make off with it at a good speed, but with a perfectly blank expression. Here was the first contrast to the French, Belgian, and Dutch children who, almost before the battle was over, would rush up to the first soldier they saw and squeak away for all they were worth, hectoring for chocolate and cigarettes and even prodding whatever pockets they could reach. (There is very little language difficulty between children and soldiers!) It was a rarity for a German child, even weeks afterwards, to ask you for chocolate: when one did, it was with an instinctive glance over his shoulder to see if any one was looking.

The Colonel said, "We must have a children's party". So, risking what *The Daily Howler* might say (it was election time and "Tory Colonel Pampers Nazi Brats" would have gone down well), in due course we had age-groups 3 to 7 paraded outside the church where all the Battalion jeeps were lined up. Each jeep took about fifteen children, and the rest went in farm-carts which had been decorated with flowers and branches. Into our cricket-field they were decanted, and immediately formed themselves into small crocodiles of twenty, under the Red Cross *Mädels* appointed to deal with tears and any private problems. Not a sound. Perfect order. (Think of 400 English children!) Then they waited politely for something to happen.

There were side-shows, swings and home-made roundabouts, games, a band, and a stout tea: at all of which the little crocodiles duly arrived, played, formed up, and left. I heard screams and thought, "Thank heavens, some one's being naughty"—but it was only Albrecht, aged 6, whose feet couldn't bear his unaccustomed and very tight boots any longer. They were quickly removed and he trotted meekly off, with them strung around his neck.

The affair ended promptly at six: the carts and jeeps were loaded, and we were left with the feeling that we had staged a failure.

Of course we hadn't: the thing was talked about for weeks, as "*unser Kinderfest*"—"our Party".

. . . . . .

Early in October I was walking along a country road. I overtook three school-children of about 6 or 7, with their satchels, as is always the case, worn like a knapsack on their backs.

"Hallo! Good morning!"

"*'Morgen.*"

"Have you been to school?"

"*Ja.*"

"What do you learn in school?"

"German. And our figures."

"What—no English?"

"No. Our teacher has no books. But she has taught us the figures up to ten."

"Aren't you going to learn English?"

"We don't know."

The following day exactly the same conversation was repeated in a different village. The second lot of children walked three *kilometres* each way to school, winter and summer.

. . . . . .

From having their heads stuffed with officially-sponsored material, the children of Germany are now having their heads stuffed full of very little. "Our teacher has no books." Five months after V-E day and no books! My examples come from two country districts, it is true, but Germany, less the Ruhr, has vast areas of country districts.

The fraternization problem is now losing its self-consciousness and has outgrown its first unfortunate limits. In our village the children—now—play 'conkers': we showed them how. We have football matches against the men. On September 30th they played their first match for five years, and we had it announced the day before by the town-crier who goes round the town with a small bell, like a muffin-man. On a rainy afternoon, a mile away, 300 people turned up to watch. Mixed concerts are held—tickets sold out days before the show. Organized and conducted country walks take place on Sunday afternoons to local places of interest.

There are many thousands of Germans who should be sitting in the court-rooms of Lüneberg and Nuremburg beside the depraved beasts of Belsen. The little men who informed and caused the unfortunates to be thrown into the camps: the little men who got rich so quickly; the little local despots and jacks-in-office in every town and village.

We are saying "Hallo" to their children and giving them chocolate sometimes: but—"Our teacher has no books?"

---

* Answers (see page 572): (1) Aided. (2) D-G. (3) D-G. (4) Maintained. (5) Aided. (6) Aided. (7) D-G. (8) Maintained. (9) D-G. (10) Aided. (11) D-G. (12) Aided. (13) D-G. (14) Aided. (15) D-G.

Digitized by Google

The Big Name in Lighting

MAZDA

LAMPS

The British Thomson-Houston Co., Ltd.

Crown House, Aldwych, London, W.C.2

4051

Digitized by Google

EDUCATIONAL MEETINGS

SPEAKING at a *Fabian Society* luncheon in London on October 26, Miss Ellen Wilkinson, Minister of Education, said that her first aim was to get the Education Act working as quickly as possible. "Although these are difficult times", she said, "there is no need for pessimism. I am going to get things done. I am going to get the teachers and the buildings. But I cannot do it single-handed. I want the co-operation of all partners in education: the local education authorities, the teachers, and the parents. I want the continued support of public opinion so that it will be behind me in my battle for priorities. So far my colleagues have been most helpful and sympathetic. But I like to be able to draw upon a general confidence so that I shall not feel like a lone voice crying in the Cabinet: 'Give us the schools'."

It was her intention, she said, to see that no child was debarred by lack of means from taking a course of education for which he or she was qualified, and to see that admissions to all grant-aided schools were made on the basis of merit. Her recent action in regard to the direct-grant grammar schools was based on these principles. The criteria which were being applied in deciding whether or not a school was to be allowed to charge fees were set out in the Fleming Report. They were:

(*a*) The financial position of the school;
(*b*) The non-local and other special characteristics of the school;
(*c*) The views of the local education authority; and
(*d*) The value and extent of the contribution which the school could make to the national provision of secondary education, including the education of pupils who had previously attended grant-aided primary schools.

The over-riding consideration in all cases was the need of securing an adequate provision of free secondary grammar-school education in the area.

Miss Wilkinson said that it was not her intention to debase or destroy the grammar schools. They were the pioneers of secondary education and were, in fact, the only schools which had closed the gap between the Act and the fact. It would be a folly to injure them. They must be encouraged to maintain their standards and continue their good work. In the public educational system, the best grammar schools were the outstanding achievement. Complaints had been received about "levelling down" and "lowering of standards", and protests made about salaries and holidays, but Miss Wilkinson thought these were exaggerated. Time would show and none of these things was unalterable.

The most urgent need in the field of new development was an adequate number of modern secondary schools, because more than half the children of secondary-school age would attend these schools. They would have the largest part to play in making a success of the raising of the school-leaving age.

The name "Modern" was being used to cover a wide variety of schools. A few were true modern schools in fine new buildings, and where they existed they had won a considerable measure of public confidence in the type of and standard of the education which they were giving. Others were developing a good "modern" type of education in cramped out-of-date premises, and many, inevitably, were nothing more than the top halves of former elementary schools. We must work as quickly as possible to make all schools of this type "modern" in education as well as in name.

Modern secondary schools would be designed to give a balanced and liberal general education. The academic and the technical sides would not be neglected. The curriculum would be free and flexible and not tied to the School Certificate examination. There would be a wide variety of courses to meet the requirement of all students and later, for those that required them, there would be short intensive courses of a more vocational flavour. The purpose of these schools would be to turn out alert and intelligent students who would meet the needs of commerce, industry, and agriculture.

SOME interesting stories of the Resistance Movement in France were given by Mlle. Kablé of Strasbourg, the principal speaker at a Fair organized by *The London Association of University Women* in aid of university women in the occupied and liberated countries, and held on Saturday, October 20. Mlle. Kablé said: "Tell as many people as possible that there are in France a great number of people who fully appreciate what England did for us during the war and wish to express their sincere and heartfelt gratitude."

Mlle. Kablé is a granddaughter of the Mayor of Strasbourg who led the resistance against the Germans in 1870 and had many thrilling times herself while helping the resistance movement in this war. One very ingenious method of hindering the Germans was the double-headed nail trick. These nails, which however way they were thrown landed with one point upwards, were manufactured secretly at night, and scattered on the roads where convoys of German lorries were due to pass, especially during the German retreat. Schoolboys and schoolgirls did much of the scattering as they, of course, were less liable to be suspected. The result was considerable confusion, and the fury of the German lorry drivers had to be seen to be believed.

Many of Mlle. Kablé's colleagues did wonderful work for the resistance. One woman who sheltered an American airman was given seven years' penal servitude at Ravensbruck, during which her work was the making of 27,000 buttonholes. University people were very busy in making and distributing false identity papers and could produce them within forty-eight hours. One student working for the resistance had his papers with a set showing he had worked in an electrical factory in Germany for two years and had been given a certificate of proficiency, but had returned to France on account of ill-health.

The Occupied Countries Fund was launched last July by the British Federation of University Women in order to assist university women of the occupied and liberated countries by giving them facilities for rest and recuperation, and helping them to resume their intellectual life by the provision of books and equipment, refresher courses, and scholarships. The appeal was for £25,000. So far, between £4,000 and £5,000 has been received and at least two local associations, Reading and Birmingham, have passed their targets. The amount raised by the London Association's Fair was close on £700. Several grants of assistance to university women have already been

(*Continued on page 600*)

Digitized by Google

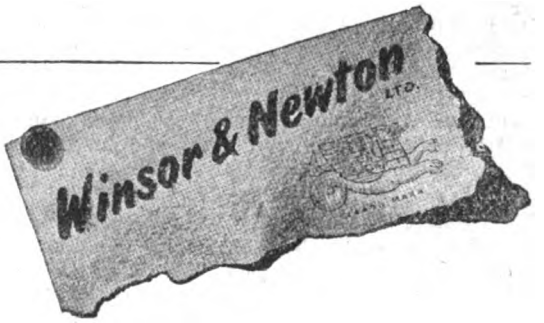
Until 1834 there was no Chinese White—
then Winsor & Newton invented it

No really permanent white was available for the artist until Winsor and Newton prepared such a pigment from the oxide of zinc, and named it —Chinese White.
The value of the new discovery was at once confirmed by the great Faraday himself. And more and more artists looked to Winsor and Newton for better materials.

They were not disappointed. Year by year new pigments of unequalled brilliancy and permanence were evolved in Winsor & Newton's famous North London Colour Works.
So, in pioneering these dependable colours, Winsor and Newton won that enviable reputation for quality which they proudly hold today.

FINE QUALITY MATERIALS FOR THE STUDENT

SCHOLASTIC WATER COLOURS · NEW ART POWDER COLOURS · STUDENTS' OIL COLOURS are also made at the modern Wealdstone factory and with the same care as is used to create colours for the Artist. MODERATE PRICES.



WINSOR & NEWTON LTD. WEALDSTONE, HARROW, MIDDLESEX. ALSO AT NEW YORK AND SYDNEY, N.S.W.

Digitized by Google

made, including one to a Dutch member to take a year's course in Mental Health at the London School of Economics, and another to a Polish member who lost an arm in the Warsaw Rising. Through a hospitality scheme a number of university women from abroad have been entertained in this country, and a letter from one Frenchwoman describes her stay as "the best possible reward after years of darkness". The President of the Occupied Countries Fund is Professor Winifred Cullis.

PERSONAL NOTES

MR. D. R. HARDMAN, M.P., has been appointed Parliamentary Secretary to the Ministry of Education, in succession to Mr. Arthur Jenkins who has resigned because of ill-health. Mr. Hardman is 44 years old and is Labour Member for Darlington. He is Chairman of the Cambridgeshire Education Committee, and a Lecturer at Cambridge University. He was educated at the Coleraine Academical Institution, Co. Londonderry, and at Christ's College, Cambridge, where he took second-class honours in English and Law. He took up adult education as a career and joined the staff of the Cambridge University Board for Extra-Mural Studies, of which he has been an assistant secretary since 1935. He took an active part in adult education in the Forces during the war. He is a magistrate and a member of the Cambridge Borough Council, and has been a county councillor and a member of the Cambridgeshire Education Committee since 1937, taking a great interest in community centres, the service of youth, and further education.

* * *

Sir Maurice Holmes, who has just retired, joined the Board of Education in 1909, and in 1937 was appointed its Permanent Secretary, in succession to Sir Henry Pelham. He was educated at Winchester College and Balliol College, Oxford, where he took a first class in the Honours School of Jurisprudence. He was called to the Bar in 1909. He served with distinction in the first world war. His work as permanent secretary was of outstanding importance and he succeeded in establishing the happiest relations with the local education authorities and the other education bodies and individuals with whom he had to deal. He played a very great part in the shaping of the Education Act of 1944, and will be long remembered not only for his public service but also for his personal qualities. He will carry with him the gratitude and good wishes of a host of friends throughout the country.

* * *

Dr. A. D. Lindsay, Master of Balliol College, Oxford, and Mr. R. S. T. Chorley, the Sir Ernest Cassel Professor of Commercial and Industrial Law in the University of London, were last month created Barons.

* * *

Mr. Anthony Eden has been appointed Chancellor of Birmingham University, and Sir John Boyd Orr elected Rector of Glasgow University.

* * *

Mr. Philip R. Morris, C.B.E., Director-General of Army Education, has been appointed Vice-Chancellor of Bristol University, in succession to Dr. Loveday, and expects to take up his duties early in the new year. Mr. Morris was educated at St. Peter's School, York, and Trinity College, Oxford. After holding a lectureship in history and classics in Westminster Training College, London, he entered the county education service in Kent, and became Director of Education in 1938. He received the C.B.E. in 1941.

Mr. H. E. Reekie, for sixteen years Housemaster and Senior Science Master at Felsted School, Essex, has been appointed Headmaster of St. Bees School, Cumberland.

* * *

Dr. James Henderson, M.A., B.Sc., Ph.D., Lecturer in Mathematics at King's College, London, has been appointed Academic Registrar of the University of London from January 1 next, in succession to Colonel S. J. Worsley, who has been appointed Principal of the College of Estate Management.

* * *

The Board of Governors of the College of Aeronautics have appointed as Principal of the College Mr. E. F. Relf, C.B.E., F.R.S., F.R.Ae.S. Mr. Relf has been serving since 1925 as Superintendent of the Aerodynamics Division of the National Physical Laboratory, Teddington.

* * *

The Minister of Education has appointed Dr. Herman Shaw, Keeper Science Museum, to be Director and Secretary of the Science Museum in succession to Col. Ernest Elliott Buckland Mackintosh, D.S.O., who has just retired.

* * *

We regret to announce the death on October 18 of the Rev. Dr. W. T. A. Barber, Headmaster of the Leys School, Cambridge, from 1898 to 1919. The Leys School under his guidance achieved a great reputation as a public school under Christian but non-sectarian influence, and the Theological College, Richmond, where he served first as a tutor and later as Principal until his resignation in 1929, became one of the foremost training colleges for the Wesleyan ministry. Dr. Barber was the author of several works, including some volumes of sermons.

* * *

Also of Dr. A. E. Taylor, at the age of 76, Professor of Moral Philosophy at Edinburgh University from 1924 to 1942. He was educated at Kingswood School, Bath, and New College, Oxford, where he obtained first-class honours in both Classical Moderations and Greats. After five years as a Professor at McGill University, Montreal, he succeeded Professor Bosanquet in 1908 to the Chair of Moral Philosophy at St. Andrew's, where he remained until his appointment at Edinburgh. His first book, *The Problem of Conduct*, published in 1901, is regarded as one of the best general treatises on ethics in the English language. The most important of his later writings are his Gifford Lectures delivered at St. Andrew's, 1926–1928, and published in 1930 under the title *The Faith of a Moralist*.

* * *

Also of Dr. J. C. Merriam, at the age of 76, the distinguished palaeontologist, President of the Carnegie Institution in Washington from 1920 to 1938, and a Regent of the Smithsonian Institution.

Digitized by Google

Quantitative Chemistry

J. A. MITCHELL

M.Sc., Ph.D., F.R.I.C.

● This book covers the Practical Syllabus of Intermediate Science, Higher School Certificate and First Medical Examinations of the London University and the Pre-Medical Examination of the Conjoint Board.

Within the limited space available the aim has been to help the student not only to *do* an experiment but to *think* about it. Calculations based on the results of experiments have received special attention by the inclusion of many worked examples. The exercises at the end of the book and the notes on 'pH' and Buffer solutions are directed to this end.

● For Pre-Medical students there is a chapter dealing with Saponification and Iodine values of fats and oils, the Estimation of Glucose, and other Organic experiments in their syllabus.

5s. 6d.

George Allen & Unwin Ltd

40 MUSEUM STREET, LONDON, W.C. 1

SCHOOL STAFF APPOINTMENTS

PRINCIPALS, CANDIDATES and those seeking transfers should register their requirements with

PHILLIPS & RANDLE
LIMITED
(*Licensed by L.C.C.*)

TRANSFER of SCHOOLS

Our School Transfer Department is available to undertake all negotiations connected with the purchase and sale of Schools and Partnerships

72 St. Stephen's House,
Victoria Embankment, Westminster, S.W. 1

DRYAD HANDICRAFTS

Educational contractors for the supply of all craftwork materials tools & equipment. Publishers of books on craftwork

ST. NICHOLAS STREET
LEICESTER
22 BLOOMSBURY STREET, W.C.1

Church Education Publications

THE CHRISTIAN RELIGION
A Brief Account
By HENRY BALMFORTH 4s.

This book is designed in the first place for the sixth forms of public schools, but it will be acceptable to many enquirers elsewhere, in particular those who are feeling the need of putting their devotional life in a wider setting of criticism and knowledge.

UNTO A FULL GROWN MAN
A Method of Corporate Mental Action for Study Groups
Edited by S. H. EVANS and E. W. SOUTHCOTT

Now ready

Vol. IV. CHRISTIAN LIFE
By the Rev. Chancellor C. T. DIMONT

Vol. V. CHURCH HISTORY
By CAROLINE M. DUNCAN-JONES

Other volumes are :

1. **God the Father, God the Son.** By S. H. Evans and E. W. Southcott
2. **God the Spirit.** By S. H. Evans and E. W. Southcott
3. **Common Prayer.** By Henry de Candole

Each 3s.

LONDON :
S. P. C. K.
Northumberland Avenue, W.C. 2
NATIONAL SOCIETY
69 Great Peter Street, S.W. 1

Digitized by Google

TOPICS AND EVENTS

Oxford University.—A correspondent, writing in *The Times*, remarks that it is uncertain how many undergraduates have been, or will be, released under the Release B scheme in time to come up for some part of the term. Under the scheme Colleges applied for almost exactly 1,000 arts scholars in groups 1 to 49. A provisional estimate suggests that not more than 70 per cent. of that number are here for the start of term, though an indefinite number may be expected to trickle in during the next weeks.

There are an unusual number of new Heads of Houses. Mr. B. H. Sumner has returned to Oxford as Warden of All Souls, and Sir Frederick Ogilvie as Principal of Jesus College; Mr. A. H. Smith has become Warden of New College, Mr. J. H. S. Wild Master of University College, Dr. Janet Vaughan Principal of Somerville, Miss L. S. Sutherland Principal of Lady Margaret Hall, Canon R. W. Howard Master of St. Peter's Hall, Father Corbishley Master of Campion Hall.

Two new developments deserve mention. The first of these is the purchase by the University of a building which will be converted during the year into a post-graduate centre. It will provide residential and common-room facilities, and in the Vice-Chancellor's words " may well become in the future a club for senior members of the University and for foreign scholars who come here to study ". The second is a scheme which is now in operation all over the country for completing the higher medical training of men and women discharged from the medical services by giving them senior resident appointments in hospitals. This scheme is administered by the universities and Oxford is taking her part, covering the hospitals for a large region round Oxford.

University Government. — *The Manchester Guardian* for October 3 had an interesting article on " University Government ". The retiring Vice-Chancellor of Cambridge University, Dr. T. S. Hele, in his valedictory address to the Senate, called attention to two dangers: first, that, owing to the increasing demands that almost every walk in life was making upon the universities, they might " find themselves no longer a university but a jumble of unrelated professional and technical institutes "; secondly, that the method by which the Vice-Chancellor was appointed in the older universities gave no assurance that he would really be able to fulfil effectively his administrative duties. In Oxford and Cambridge the Vice-Chancellor is chosen from among the heads of colleges and does not usually hold his office for more than two years. In the modern universities, on the contrary, the Vice-Chancellor is chosen for his administrative gifts, often from outside the university, and enjoys life tenure of the office.

An Administrative Staff College.—A number of individuals and groups drawn from the highest ranges of industry, local government, education, commerce, and distribution have devised and launched a scheme for the establishment of an administrative staff college, to bring together men and women of executive responsibility from industry and commerce, the trade unions, and central and local government to study the common principles that underlie effective administration. The plan is to equip a house in the Thames Valley to accommodate students in groups of 60 or 70 for a three months' residential course. The curriculum will include some advanced technical instruction, but the greater part of the work will be in small discussion groups and " syndicates " designed to train the student in analysis of his own experience and the treatment of practical problems. The Nuffield Foundation has intimated that, if the college is established, it will make for five years a substantial grant to provide scholarships for students who would not otherwise attend.

Army Education.—Teams of H.M. Inspectors of Schools are visiting Army Units in various Overseas Commands to see and advise on the comprehensive educational scheme which the Army is putting into operation. This scheme, which has been prepared by the Director-General of Army Education, is probably the largest ever devised for adult education, and it is considered that the experience gained from these visits will be extremely valuable in the development of adult education in this country. Three teams, each consisting of six men and one woman, including representatives from Scotland, will visit the Middle East and the Central Mediterranean Commands and the British Army of the Rhine, spending about three months with each. Arrangements will be made later to visit the Home Command.

Army Education School.—The Army School of Education was opened in its permanent home at Eltham Palace in Kent on October 25 by Lord Nathan, the Under-Secretary of State for War. The Crown lease of the property has been handed over by Mr. and Mrs. S. L. Courtauld. Lord Nathan said that Eltham Palace will be the training college for the Army's teachers, and the home of the Army Educational Corps. About 30 students—officers of the Army and the A.T.S.—are at present in residence at the school.

Formation Colleges.—On November 19, No. 5, Formation College (Eastern Command) at Luton Hoo was opened by the Rt. Hon. J. J. Lawson, M.P., Secretary of State for War. Eight Formation Colleges have so far been established, including the one at Luton. The others are: At Home, Scottish Command—New Battle Abbey; Southern Command—Chisledon; Northern Command—Welbeck Abbey; Western Command—Stourport. Overseas, B.A.O.R.—Göttingen; C.M.F.—Perugia; M.E.F.—Mt. Carmel. The course at Luton, which is typical of all, is divided into seven departments—Pure and Applied Science and Mathematics (including technological subjects such as engineering and agriculture); Commerce; Arts and Modern Studies; Art and Crafts; Trades; Domestic Science; Instructor Training. While the College aims at providing for vocational needs, its curriculum is based upon the wider conception which sees education as something more than a means to earn a livelihood. The demand for vacancies at Formation Colleges far exceeds the supply. At Luton there were 3,500 applications for 650 vacancies. The accommodation is to be increased and there is no doubt that the demand will increase in proportion. It is clear that both men and women

(Continued on page 604)

Digitized by Google

DESIGN OF EVERYDAY THINGS IN THE HOME

A COMPETITION FOR YOUTH

£1500 *In Prizes*

Presented by
W. H. SMITH & SON'S
ADVERTISING
AGENCY

Closing date March 31, 1946

EMPLOYERS
are invited to organize
Staff Entries

"The Shapes of Things to Come"

A competition under the above title has been organized by the Central Institute of Art and Design, The National Gallery, London, at the invitation of W. H. Smith & Son, so that British youth may express to manufacturers their ideas for the design of domestic furniture and equipment. Entries will be judged solely on the merits of the ideas presented. Open to British subjects of either sex, under 30 years of age, including members of H.M. Forces. No entrance fee.

Write, enclosing stamp with addressed envelope for prospectus and entry form to:

CENTRAL INSTITUTE OF ART AND DESIGN
P.O. Box No. 213, 9 KEAN STREET, LONDON, W.C.2

ENGLISH

Editor - George Cookson
Associate Editor - Guy Boas

"English" is the official publication of the English Association and is issued three times a year. It is intended to promote the aims of the Association, which was founded in 1906, to foster the Language and Literature most widely known among men.

Besides containing literary and educational articles, poems and reviews of books, it has sections devoted to Drama and Correspondence, and to Junior Branches of Schools, and also records the activities of the Association's Branches in the Empire and Overseas as well as at home.

Numbers already issued include articles and poems by Edmund Blunden, F. S. Boas, Bernard Darwin, Alpha of the Plough, Lord Ponsonby, Dorothy Sayers, D. M. Stuart, G. M. Young, T. Sturge Moore, J. Redwood Anderson, Laurence Binyon, John Drinkwater, Sidney Keyes, Ian Serraillier, Wilfred Gibson, and Walter de la Mare.

The magazine, together with a copy of the Presidential Address, is issued to all Members of the Association in return for their subscription. It can also be obtained by the general public through Messrs. W. H. Smith & Sons, or direct from the Publishers, the Oxford University Press—price 2s. 6d. net.

Further particulars of membership of the Association, and information how to join it, may be obtained from The Secretary, The English Association, 3 Cromwell Place, London, S.W. 7.

THE GIFT OF READING

"How long most people would look at the best book before they would give the price of a large turbot for it."

Our values are different from those of Ruskin's day, but his gibe may still give us pause. Too many people are still unaware of the great part that books can play in their lives.

Each booklover, rejoicing in his own good fortune, can help to remedy this state of things. Ask yourself, how many non-readers—apart from the defenceless young—can you convert into book-lovers? It's an exciting job and one that is worth doing.

ISSUED BY BOOK TOKENS LIMITED

Digitized by Google

in the Army are alive to the great opportunities which these Formation Colleges give them for preparing them for a return to civilian life.

World Affairs.—The October, 1945, number of *The London Quarterly of World Affairs*, which is edited by Professor Keeton and Dr. Schwarzenberger, contains some excellent articles, and is remarkably international in its contributors. Dr. Schuetz, a correspondent of Swiss journals, writes on Germany after the Potsdam Conference; Madame Viénot, the widow of the former French Ambassador in London and a member of the French Consultative Assembly, sets out the French case in the Levant dispute impressively and dispassionately, and gets to the root of the problem; and Dr. Schwarzenberger himself summarizes lucidly the main provisions of the Charter of the United Nations. The English contributors all have special knowledge of the subjects on which they write. Mrs. Eva Baker, who has lived for years in the Balkans, discusses aspects of the European Resistance movements; Mr. E. M. Gull, who was secretary of the British Chamber of Commerce at Shanghai, in the days before Japanese aggression, analyses British interests in the Far East; and lastly Mr. Olaf Stapledon has a suggestive article on "Planning and Liberty", based on his talks with the troops for the Army Education Council. He examines frankly the difficulty of harmonizing planning for the community with the full measure of individual liberty. He points out the difference of outlook towards social discipline between Russian society and our society. It is not only foolish, he urges, but also base to advocate the ruthless methods of Russia in countries that have reached a different standard of civil liberty, though they may still be backward in standards of economic liberty. The Quarterly, which is admirably balanced in its choice of subjects, must help any serious student of international affairs.

Films on Children's Health.—Three films on children's health, "Your Children's Eyes", "Your Children's Ears", and "Your Children's Teeth", have been produced by the Ministry of Information for the Departments of Health and the Councils for Health Education. They are intended particularly for parents, and will be of interest to all who have charge of children. They embody sufficient elementary physiology to explain the structure and working of the organs treated, and to show why certain simple health precautions are important. Diagrams are used in each film to present the principles of structure, and the health information is made attractive and easy to grasp. The films are sound films and are restricted to non-theatrical use (which includes special shows in cinemas outside the normal hours, on such occasions as Health Weeks). They are available in both 35 mm. and 16 mm., and showings can be arranged through the Ministry of Information Mobile Unit (application to the Film Officer at the appropriate Regional Office of the M.O.I.) or the films may be borrowed, free of charge, by any organization having the use of a sound projector from the Central Film Library, the Scottish Central Film Library, or the Film Library of the South-West at Dartington Hall, Totnes.

British Films in Argentina. — Arrangements have been completed for British Council documentary films of British life, industries, and achievements to be shown in the 522 primary schools in Buenos Aires.

Film Appreciation.—The experiment of a short course in Film Appreciation for 300 senior boys and girls of the grammar schools was tried at Birmingham from November 1 to November 3. The course was arranged by the Heads of the city's grammar schools with the help of the British Film Institute, and the cost was met by the Education Committee. The purpose of the course was to provide an informed critical approach to the modern film and to show outstanding films that do not form part of the normal programme of the commercial cinema. Lectures were given at Saltley Grammar School by Mr. Michael Balcon of Ealing Studios, Mr. Charles Frend, Mr. Ralph Bond, Mr. Richard Winnington (film critic of *The Daily News*), Mr. Oliver Bell, and Dr. Roger Manvell. Films were shown at the Tatler Theatre and included "*Crime et Châtiment*", "Warrior of Russia" (Alexander Nevsky), "Shors", and "Steel".

Travel Scholarships. — Eleven travel scholarships for Nottinghamshire boys whose personality is of the kind likely to make them unofficial ambassadors were dedicated by General Eisenhower at Nottingham on October 26. The scholarships, valued at £250 each, will be tenable in the United States for six months, and have been established as a memorial to the late President Roosevelt. £30,000 has already been raised. There is also to be one annual scholarship in perpetuity, the capital cost of which will be £10,000. The Lord Mayor of Nottingham is to be congratulated on originating the scheme, which we hope will be taken up by other cities.

Adult Residential College. — The Carnegie United Kingdom Trustees have promised to provide two-thirds of the cost of the purchase and equipment of West Ham House, Barford, Warwickshire, for use as an adult residential college for persons employed in industry and agriculture.

Residential Youth Centre. — Stafford House, Keymer, East Sussex, a gift of Mr. E. D. Stafford to the East Sussex Education Committee, was opened last month by Sir Fred Clarke as a residential youth centre. In addition to serving as an educational centre for young people it will be used for training courses and conferences for leaders and for senior members of youth organizations.

The Pilgrim Trust.—The fourteenth annual report states that since the inception of the Trust in 1930 the sum of £1,306,309 has been distributed in grants. The amount disbursed in 1944 was £64,130, in sums ranging from £80 to £5,000. Help has been given towards the preservation of historical and other records, to the Tewkesbury Abbey Precincts Fund, to the Zoological Society of London, to the Church Army, and to other institutions engaged in research or social service.

London County Council.—The Education Committee, having before them Ministry of Education *Circular* 17 stating that, after evacuated children had left the camps of the National Camps Corporation, a number would be available for use by local education authorities, recommends that application be made for the use of three camps from March to November, 1946. Assuming that the camps were fully used, about 13,000 children would be dealt with. On a typical day in June, 1945, 85,121 children had

(*Continued on page* 606)

Digitized by Google

MODERN HEATING OF SCHOOLS

THE INSTALLATION OF A **HARRINGTON COAL STOKER** NOT ONLY ENSURES THE FUEL QUOTA BEING USED TO THE GREATEST ADVANTAGE, IT ENABLES THE HEATING PLANT TO OPERATE MORE EFFICIENTLY BY ITS AUTOMATIC CONTROL, CLEANER BOILER HOUSE CONDITIONS, SMOKE ABATEMENT AND ELIMINATION OF MANUAL LABOUR.

IT IS

"DESIGNED FOR SERVICE"

HARRINGTONS (W'TON) LTD.
TEMPLE STREET WOLVERHAMPTON
Telephone: Wolverhampton 24973-4

SCHOOL APPOINTMENTS

ASSISTANT MASTERS AND MISTRESSES
HOUSE MISTRESSES: SCHOOL SECRETARIES
LADY MATRONS: HOUSEKEEPERS: LADY COOKS

Principals and Candidates are invited to register their requirements with

TRUMAN & KNIGHTLEY, LTD.

Licensed by L.C.C.

SCHOOL TRANSFER DEPARTMENT
Undertakes all negotiations connected with the Purchase and Sale of Schools and Partnerships.

Founded 1901 ● *Telephone No.:* REGent 2803
CLARENDON HOUSE, 11/12 Clifford Street, New Bond Street LONDON, W.1

STANDARD BOOKS TO CONSULT

THE PUBLIC AND PREPARATORY SCHOOLS YEAR BOOK .. By post 13/1
THE GIRLS' SCHOOL YEAR BOOK ,, 11/1
H. F. W. DEANE & SONS THE YEAR BOOK PRESS Ltd., 31 Museum Street, London, W.C.1

FOYLES
FOR BOOKS
Large Stocks of Educational Books
119-125 CHARING CROSS RD., LONDON, W.C.2
Telephone: GERrard 5660 (16 lines) Open 9-6 including Saturday

Pictures not only satisfy lively curiosity where objects are concerned but, by translating abstract ideas into images, they simplify many a teaching problem. A series of educational films dealing with 'discussion subjects' in a graphic manner has been created for the Gas Industry by some of our greatest documentary producers. More than 20 titles are available free to approved borrowers. Ask your local Gas Undertaking for details, or post this coupon.

POST COUPON FOR LATEST FILM LIST

The Secretary, British Gas Council, 1, Grosvenor Place, London, S.W.1. Please send, without obligation, details of your educational films including recent productions, and booking form.

NAME.....

ADDRESS.....

.....

(Post in unsealed 1d. stamped envelope)

FS

Digitized by Google

dinner, and 151,346 had milk. The total number in attendance on that day was 223,446. Before the schools closed in July the number of dinners had increased to 92,000, and it is now 102,000 a day.

Somerset.—A report of the Education Committee advocates the granting of financial support to village halls in respect of work of a cultural and educational character. The Committee is supporting the applications of Crewkerne Grammar School, Wellington School, and Sunny Hill School, Bruton, for direct-grant status. In order to build up the stock of books in the County Library, it is proposed to increase the estimate for book purchases from £3,000 to £4,000.

UNRRA.—The September issue of the *Review* covers the proceedings of the Third Session of the Council held in London in August. It gives many interesting particulars of the important work being done, and contains a report of the Director-General's speech, in which he stressed the fact that the resources provided for UNRRA at the Atlantic City meeting are far from enough to bring about even a minimum of relief and rehabilitation for the countries requiring assistance.

Treasure Chests from America. — English children who lost all their books through bombing are to share in the "Treasure Chests" of children's books which the Women's Council for Post-War Europe, with headquarters in New York, plans to send to the liberated countries. People from all over America are contributing books, and the children of America are sending scrap-books of American life; these contain invitations to the children of other lands to write to them, and each book has a personal inscription. Seven English chests have been presented to the National Association of Girls' Clubs and Mixed Clubs. Among the clubs to receive them are: The Gay Venturers' Club, Rochester, Kent; the Maurice Hostel, 108 Shepherdess Walk, London, N. 1; and the Elizabeth Whitelaw Reid Club, Cloudesley Street, London, N. 1.

P.E.P.—Three recent broadsheets deal with important post-war problems. No. 237 discusses the Transatlantic Employment Outlook. If war-time controls are not too rapidly withdrawn, both Britain and America should enjoy a high level of employment and production at least during a transition period of from three to seven years. No. 238 makes a number of proposals for the rehabilitation of the disabled ex-Serviceman, stressing the need for co-ordination and publicity. Industry can play a valuable part in reinforcing official action. No. 239 deals with the general question of resettlement on wider lines, dwelling especially on the importance of pre-release training and education, the desirability of securing more social workers to give competent advice on family and other problems, and the lack of co-ordinated effort in the work of the voluntary societies.

Engineering Inspection Equipment. — The National Trades Technical Societies, a body devoted to adult technical education, under whose auspices was staged the successful Sheffield Exhibition this year, are organizing a similar Exhibition at Newcastle-on-Tyne for the fortnight beginning February 10, 1946, in the Northumberland Road Drill Hall, Newcastle. It is earnestly hoped that all technical students in the area will visit the Exhibition.

The Science of Relationships.—The second Rural Life Conference to be held at Downe House, Newbury, Berks, from January 8–11, 1946, will provide an opportunity for consultation and discussion on vital aspects of rural life at home and abroad. Speakers will include Professor J. Scott Watson, Chief Education and Advisory Officer to the Ministry of Agriculture, Dr. J. Z. Hodge, lately Secretary of the National Christian Council of India, Mr. Kwang Mien Lu of the Chinese Industrial Co-operatives, Sir Frank Stockdale, Adviser on Development Planning to the Colonial Office, and Professor C. E. Raven, Master of Christ's College, Cambridge. For a programme and further information, write to Mr. C. Murray Rogers, Church Missionary Society, 6 Salisbury Square, London, E.C. 4.

Ministry of Education Publications—

Circulars:

No. 65 deals with road safety among school children and accompanies *Circular* 588 of the Ministry of War Transport on the same subject. The Government have decided to inaugurate an immediate propaganda campaign, directed to all classes of road users, in which the general support and help of local authorities is invited. It is also suggested that local safety organizations, on which the local authority, the police, the local education authority, and the local representative of the R.S.P.A. are represented, should be set up in accordance with the recommendations contained in the Interim Report of the Road Safety Committee.

No. 66 sets out the qualifications required of teachers in Special Schools, in accordance with Regulation 30 of the Handicapped Pupils and School Health Service Regulations, 1945.

No. 67 refers to the Water Act, 1945, *Section* 28, which requires local authorities to provide a supply of wholesome water in pipes to every part of their districts in which there are homes or schools.

No. 68 refers to administrative arrangements for the vocational training of blind and other disabled persons and the responsibilities of the Ministry of Education and the Ministry of Labour and National Service in this matter.

No. 70 directs the attention of local education authorities to *Circulars* 195/45 and 196/45 which have been issued by the Ministry of Health. These circulars refer to preparations for emergency measures to be taken in the event of serious epidemics during the coming winter.

Administrative Memoranda:

Nos. 98 and 107 deal with the main features of the scheme for the provision of prefabricated huts by the Ministry of Works to be used for additional school accommodation.

No. 99 accompanies copies of the full Reports of the Burnham Committees.

No. 100 announces the acceptance by the Minister of the Report of the Committee on Scales of Salaries for the Teaching Staff of Training Colleges (England and Wales), 1945.

No. 101 refers to the position of Speech Therapists employed by local education authorities in connexion with their provision for children suffering from stammering and other forms of speech defect.

No. 102 states that approval will not be given for Intensive Training Courses (Engineering) after November 1, 1945.

No. 103 sets out the arrangements which the Minister would consider suitable for the staffing of Nursery Schools and Classes.

No. 105 refers to the release of R.A.F. Education Officers.

Digitized by Google

THE OXFORD HISTORY OF ENGLISH LITERATURE

Edited by

F. P. WILSON, *Hildred Carlile Professor of English Literature in the University of London, and* BONAMY DOBRÉE, *Professor of English Literature in the University of Leeds.*

The Oxford History of English Literature will be completed in 12 volumes. Each volume or half-volume will be an independent book, but the whole series will form a continuous history from the earliest times to the present day. The aim is to interest not only the scholar but also the 'general reader' who has no special knowledge of English literature but is interested in it for its own sake or as a part of the history of the English people. Mainly a history of literature, it does not neglect the other arts, and it is also a history of ideas political, philosophical, scientific, and social, in so far as these are expressed in the literature or assist the understanding of it. All the contributors are acknowledged authorities on their periods, and each volume incorporates in text and bibliography the results of the latest research.

The first volumes to appear will be:

Volume V:

ENGLISH LITERATURE IN THE EARLIER SEVENTEENTH CENTURY, 1600-1660. *By* DOUGLAS BUSH, *Professor of English in Harvard University.*

Demy 8vo. 704 pp. Just published. 21s. net

Contents: The Background of the Age; Popular Literature and Translations; The Successors of Spenser; Song-Books and Miscellanies; Jonson, Donne, and their Successors; The Literature of Travel; Essays and Characters; History and Biography; Political Thought; Science and Scientific Thought; Religion and Religious Thought; Heroic Verse; Milton; Conclusion; Chronological Tables; Bibliography.

Volume II, Part 2:

ENGLISH LITERATURE AT THE CLOSE OF THE MIDDLE AGES. *By* Sir EDMUND CHAMBERS *Demy 8vo. 272 pp. 12s. 6d. net*

Contents: Mediaeval Drama; The Carol and Fifteenth-Century Lyric; Popular Narrative Poetry and the Ballad; Malory; Bibliography.

SPECIMENS OF ENGLISH DRAMATIC CRITICISM (XVII—XX Centuries)

Selected and introduced by A. C. WARD. 320 *pp.* (*The World's Classics*). 3s. *net*

This is a book with a special appeal to everyone interested in the theatre. It will fascinate playgoers, and sheds a clearer light upon the course of English dramatic criticism than any single volume hitherto available. It includes comments of those who, like Pepys, were devotees of the stage, as well as formal essays and over-night notices by the professional dramatic critics, from Leigh Hunt to several who are still writing. More than forty authors are represented, including among the moderns Bernard Shaw, Max Beerbohm, C. E. Montague, St. John Ervine, James Agate, Ivor Brown, and Virginia Woolf.

'Mr. Ward has rescued some penetrating criticism, more than adequately indexed, which should be introduced to sixth forms. It will certainly start them talking.'—*The Times Educational Supplement.*

OXFORD UNIVERSITY PRESS

Digitized by Google

NEW BOOKS

THE EDUCATION OF YOUNG CHILDREN

By EVELYN LAWRENCE, Director of the National Froebel Foundation

THE form which the education of homeless children is to take in the ravaged European countries now the war is over is a problem of increasing urgency. The international group of educators now gathered in this country are using intensively their present opportunity for preliminary discussion of the matter. *Children's Communities*[1] is a collection of four studies of progressive methods successfully used in institutions in Great Britain for children who have been separated from their homes. It was felt by the New Education Fellowship that accounts of our successes and failures in this country with evacuated and refugee children might help continental planners in their thinking.

In the Oxfordshire scheme for 'unbilletable' children, described by Dr. Winnicott and Clare Britton, the psychiatrist and the psychiatric social worker act as organizers and consultants to a group of homes. Attention is drawn to the need for the greatest care in selecting wardens of hostels, people not only with the right kind of stability and insight, but also with the power to stay at the job for a long time. Frequent changes mean that the children lose one parent figure after another.

The other three studies are of the Basque children's home at Carshalton, of the Barns school for difficult boys at Peebles, and of a group of children from Dr. Minna Specht's International School which she brought in exile from Germany to Denmark, and then to this country. Each of the writers brings out the tremendous importance to the children of long-time contact with adults in whose affection they can trust, who see them as people and not as names on a register or problems in a case-book. Groups must be small, and the age range of the children should if possible be that of a normal family. Their responsibility for jobs and for their own discipline are both matters for experiment and for organic growth in each institution. They cannot be imposed by decree, if they are to help to produce satisfactory community life or have much value as training for adult democratic living. Great insight and devotion are demanded of the grown-ups.

Where institutions are experimenting with progressive methods, misunderstanding and even hostility are often induced in onlookers who cannot distinguish anarchy from the disorder which is only incidental to planned opportunity for growth. As Mr. Lyward points out in his summing-up chapter, self-government produces its own problems; it should chiefly be welcomed as providing recurring opportunities for breaking up the institutional soil.

This booklet should be widely studied. It is useful not only to those about to tackle the re-education of disorganized continental communities; our own care of dependent children is under review; a great deal can be learnt from the experiments here described.

Planning the New Nursery Schools[2] is a contribution of great importance to post-war planning of the nation's school buildings. An expert committee called together by the Nursery School Association has considered in detail every aspect of the requirements in the way of premises, both indoor and outdoor, needed by very young children assembled in groups.

The size of the future demand on the part of parents for nursery schools is difficult to estimate, but the committee has gone into the question of probable needs for populations of given densities in the way of siting and number of school places. Planning, lighting, heating, ventilating, and furnishing are all considered in relation to the physical and psychological needs of the children and staff. Photographs and plans of existing schools show what enchanting places really good nursery schools can be. Attention is given to the question of the position of the 5–7 age group, and the different problems of planning and administration which arise according to whether these children are in infant schools, nursery schools, or nursery-infant schools. The book ends with detailed schedules of accommodation and equipment for schools of the various types and some figures of the most suitable heights and spacing for fixtures used by children, such as pegs, basins, and door handles. This booklet is a scholarly production. The first consideration has been what little children need for healthy development and the experts—architects, landscape architect, teachers, doctor, psychologist, and parent have pooled their resources of knowledge and imagination. It is very much to be hoped that the resulting suggestions will really be followed. There has been too much tendency in the past for school buildings to be planned and sites chosen in a haphazard way, with the welfare of the children who are to use them ill-understood and often largely disregarded.

Pamphlet 89 of the Fabian Research Series[3] is devoted to the subject of nurseries and nursery schools. It forms a useful companion volume to *Planning the New Nursery Schools*, as it gives a careful account of the development of nursery schools and war-time nurseries during the war period. The legislative and administrative structure on which the system is based is explained, and the question of the sharing and at times overlapping of duties between the government departments and the local authorities is discussed. Buildings, costs, staffing, and equipment of the existing places are described and constructive suggestions made for future lines of development. These are mainly in the direction of greater responsibility on the part of local authorities for whatever nursery and nursery-school services are needed. It is very much hoped that public demand for the provision of nursery schools and nurseries will grow as their value is more widely understood, and Mrs. Creech Jones' pamphlet should help considerably in fostering that demand. The tone of the booklet is fair and balanced. Where there is criticism of existing practice the difficulties hindering better arrangements are clearly stated.

It is to be hoped that this small book,[4] expanded from a pre-war version, will be widely read, especially perhaps by parents and by those in charge of institutions. There is still much ignorance of the best kinds of toy for young children at each age, of the reasons why some toys are better than others, and of how bought toys can be supplemented by constructive materials of all kinds. The author gives detailed information on all these points based on long experience both as a parent and as the head of a nursery school. She has watched children at play and knows what they really enjoy and profit from, as well as the psychological bases on which the child's needs for play and play material rest.

Digitized by Google

The book is simply written and free from jargon. In the pursuit of practical hints on what toys to buy and what play to encourage readers without psychological training will necessarily absorb a good deal of understanding of the best ways of handling young children. Teachers trained in the more formal methods some years ago will find support for a change to school plans allowing greater freedom for their pupils.

[1] **Children's Communities: Experiments in Democratic Living.** (N.E.F. Monograph No. 1.) (1s. New Education Fellowship.)

[2] **Planning the New Nursery Schools: a Survey of the Essential Features of School Buildings required for Children between the Ages of 2 and 7 Years, by a Committee appointed by the Nursery School Association of Great Britain.** (2s. 6d. net. University of London Press.)

[3] **Nurseries and Nursery Schools.** By VIOLET CREECH JONES. (Fabian Research Series, No. 89.) (6d. Fabian Publications Ltd. in conjunction with Gollancz.)

[4] **Play and Toys in Nursery Years.** By BEATRIX TUDOR-HART. (3s. 6d. net. Routledge.)

YOUTH SERVICE

By L. R. MISSEN, M.C., M.A., Secretary to the East Suffolk County Education Committee

*YOUTH Service in an English County** is a report prepared for King George's Jubilee Trust by Mr. L. J. Barnes, Lecturer in Education in the University of Liverpool. It is one of the most valuable contributions so far made to the literature of Youth Service; it is a book to be read by all interested in the problems of those between 14 and 20 years of age; and it is a book to parts of which the reader—particularly if a worker in youth service—will return again and again. Though he would probably make no such claim for himself, Mr. Barnes has come nearer to finding the answers to two important questions than any committee or other independent worker appears to have done. Those two questions are: "What is Youth Service for?" and "How should it be done?"

The terms of reference for the report were: "To enable the Trust, through a survey of a particular area, to obtain guidance as to how the objects for which it was founded can best be furthered in the post-war period; to survey in the County and City of Nottingham the existing provisions made and the opportunities afforded for the beneficial use of leisure time by young people, and, in particular, to evaluate the contributions—actual and potential—of the various youth organizations." It might be supposed that the survey of the chosen area would be of interest only, or mainly, to those who work or reside in it; whilst for others the main interest would be in the recommendations and guidance which the author offers to the Trust. The survey is, however, reported with such skill that interest is held from the very beginning and the reader benefits, when he comes to the conclusions, from the detailed examination of the evidence with which he has been presented.

In the September number of *The Journal* reference was made in "Notes and Comments" to the effect on family life of the successful unit in youth service, which, by its very success, withdrew its members for so much of their leisure time from the influence of the home. Mr. Barnes is well aware of this problem

* **Youth Service in an English County.** By L. J. BARNES. (2s. 6d. net. King George's Jubilee Trust, 126 Piccadilly, London, W. 1.)

(*Continued on page 610*)

"Unless you are completely content with expecting good jobs and high salaries you will in some way or other include, beside all the training in intelligence and skill, a desire that the children should be straight and healthy-minded, sound in heart and morality as well as in brain and limb."

Extract from a broadcast talk by R. W. Moore, Headmaster of Harrow School, reproduced in the 8th November issue of

The Listener

the Parliament of contemporary thought

A *BBC* PUBLICATION

Every Thursday 3d.

Digitized by Google

and he includes in his general survey a brief but skilful review of the theory of the Peckham Health Centre. It will be remembered that this Centre was an experiment in the organization of leisure activity on the basis of family membership. " In principle ", he says, " the (health) club becomes, for each family, a part of the home, integral and organic with it. There is no conflict between the cultural aim and the health aim. The pursuit of health will lead to comprehension of the facts of mental and physical hygiene ; and as hygienic conditions are achieved, they will be manifested in higher cultural interests and attainments." This point of view is not that of the older voluntary organizations, nor that of most local education authorities, whose general practice is the conduct of activities for boys and girls in groups away from the families and under adult leadership. Argument about these divergent methods must be accompanied by systematic experiment and research, and Mr. Barnes is able to point here to one way in which King George's Jubilee Trust may spend money to very good purpose. In the new group of Community Centres there will doubtless be somewhere a few which would lend themselves to controlled experiment from the results of which workers both with youths and adults might benefit considerably. " The problem of integrated leisure will not be solved without the invocation and full employment of the conception of community based on neighbourhood." In his list of suggestions to the Trust, Mr. Barnes also includes one about the need for a " new type of youth organizer, to be concerned with the planning and development of club programmes and with the training of senior club members and other voluntary helpers for the carrying out of such programmes ". It has long been the view of at any rate one local education authority that the routine administration and the organization of ' rallies ' and ' weeks ' are well arranged at higher clerical grade level, and that trained and experienced organizers should spend their time in personal work with the leaders and senior members of *all* organizations, thereby acting as welder, helping to coordinate leisure activities, and maintaining a standard to which all organizations might attain. The work of organizers employed in this way, whether by local education authorities or voluntary organizations, would be of infinite value to those who will have to attend the birth of County Colleges, and foster their early years of development. The problem of the relationship of County Colleges to youth service, as was pointed out in the September number of *The Journal*, is one which must soon be studied competently and at length. After reading Mr. Barnes' first report to the Trust, the reviewer feels impelled to make a recommendation himself. It is that Mr. Barnes undertake this work during the next two years so that a full study of the facts may be available two or three years before the appointed day for the inauguration of the Colleges—April 1, 1950.

INTRODUCING ECONOMICS

By E. GREBENIK

THE three titles below contain two new text-books, and the second edition of an old and well-known one. Each of them is designed for a different purpose and will appeal to a different class of reader.

Your Money and Mine[1] is one of Messrs. Nelson's titles in their " Charter for Youth " series. It is addressed to the sixth-form boy or girl, and to discussion groups in youth clubs. Mr. Ellinger, who has much experience both of working in the City and of writing about it, gives a popular account of monetary topics for the young reader. By means of a series of well-chosen examples he introduces him to such subjects as the nature of money, the banking system, credit, taxation, hire-purchase, the money market, and so on. The treatment is rounded off by a discussion of the methods used for financing war expenditure and of the role of taxation in the war economy. After a perusal of the book the financial and economic pages of the newspapers should be a good deal less mysterious and frightening.

Mr. Clay's book[2] is well known and probably needs no introduction to teachers. Designed primarily for the intelligent layman, its usefulness is by no means confined to that class of student. Very few changes have been made from the first edition and the treatment throughout is still largely institutional. Moreover, Mr. Clay is by no means afraid of passing moral judgments when he considers it necessary. To those who intend to take up economics seriously it is an excellent prolegomena to the systematic study of economic theory.

There remains Dr. Cairncross.[3] *An Introduction to Economics* is addressed to the first-year university student and it aims at giving a thorough elementary exposition of economic theory. Any writer of an elementary text-book must necessarily try to steer clear of the scylla of being aridly theoretical and the charybdis of mere descriptive verbosity. The intellectual refinements and elegance of economic theory do not appeal to the new student who generally comes to economics because he wants to get to grips with the problems that beset the real world. But, on the other hand, it is important that he should gain as quickly as possible a clear conception of the underlying unity of economic theory and to realize that this theory has been designed as a method of analysis which often simplifies and occasionally distorts, which is frequently unrealistic, but without whose application we will not get very far in analysing actual problems.

Dr. Cairncross is anxious to save the newcomer from being repelled and frightened by what he calls the " analytical deeps ", but in his anxiety to do so he has perhaps gone a little too far in the opposite direction. The book is full of material : everything the student needs is there, but the wealth of (admittedly appropriate) examples occasionally tends to obscure the generality and theoretical importance of the results obtained. The concept of the margin, for instance, which is so important in economic theory is not introduced until relatively late in the book. The student therefore should be recommended not to rely on this book entirely, but he will probably find it very valuable in conjunction with a course of instruction and with other books.

In arrangement the book follows a conventional pattern and its standard is high throughout. It may, however, be questioned whether Part VI which deals with Money and Banking, and which is necessarily more descriptive in character than the rest of the book, had not better be condensed. But the book will take its place amongst the few good text-books that have been produced in this country for the use of elementary students.

[1] **Your Money and Mine.** By B. ELLINGER. (Charter for Youth Series.) (5s. net. Nelson.)

[2] **Economics : an Introduction for the General Reader.** By H. CLAY. Second Edition. (6s. net. Macmillan.)

[3] **Introduction to Economics.** By Dr. A. CAIRNCROSS. (12s. 6d. Butterworth.)

Digitized by Google

BUILDING CRAFTS

By Dr. A. H. STUART, lately Head of the Mathematical Department, Hackney Technical Institute

IT is not difficult to estimate the number of new houses of which this country now stands in urgent need, and the calculation of how many operatives are required to accomplish the task in a given time is simple enough, but the results obtained by the exercise of such efforts present a problem of staggering dimensions. At the recent conference of the Building Industries National Council, the Minister of Labour gave some figures which provide data for many such problems. He told the conference that there were 570,000 men employed in the building industry last June, and by October this number had risen to 660,000. He added that of the 3,000,000 men to be released from the fighting services during next year, 1,000,000 should enter the building industry. Looking at the long-term policy he said that the industry would need an intake of apprentices during the next ten or twelve years of 1,250,000. But the building of houses does not depend alone upon 'hands'; they must be trained hands, and the technical training of such large numbers is a problem in itself and must be solved before one can hope for any solution of the housing problem.

To assist education authorities at all levels in this gigantic task, the Ministry of Education has published a booklet* in which the expert knowledge of the Ministry's inspectors has combined with the experience of industrialists and teachers of building subjects to draw up a comprehensive scheme for the technical training by part-time classes of apprentices and others engaged in the industry. Detailed syllabuses are given covering a wide range of craft subjects which include: Brickwork, Masonry, Plastering, Carpentry and Joinery, Woodcutting Machine Work, Painting and Decorating, Plumbing, Slating and Tiling, and Mastic Asphalt Work.

In a section dealing with the organization of part-time day and evening craft courses, three types are mentioned:

(*a*) Junior or Preparatory Courses. These are planned to give preparatory instruction in Calculations, Drawing, Elementary Science, and English, to those who have not reached the educational standards required for entry to either of the other two courses.

(*b*) Building Craft Courses. These provide instruction in the building crafts. With few exceptions they prepare students for the examinations of the City and Guilds of London Institute. This is the type of course with which this booklet is concerned.

(*c*) General Building Courses. These courses are of a more comprehensive character and call for a higher standard of general education on entry. The majority of these courses are approved for the award of National Certificates in Building.

Emphasis is rightly laid on the need for these students to be made aware of Building Regulations, By-laws, and Codes of Practice. Another point of importance to which the book draws attention is the need for a much higher degree of dimensional accuracy in all work in which prefabricated units may be incorporated.

Experienced teachers will welcome this set of syllabuses for comparison with those they already use, but the book is invaluable for the many craftsmen

* Education for Industry and Commerce: Building Crafts. (Ministry of Education, Pamphlet No. 4.) (1s. net. H.M.S.O.)

(*Continued on page 612*)

There are about 7,000,000 boys and girls *under* the age of 15 in Great Britain. Few, if any, of these children can possibly have any real knowledge of what motor-car traffic really means — they are familiar only with the relatively peaceful roads of wartime. Here lurks danger!

It is a danger which is being countered by the men and women possessing the necessary authority, opportunities and, above all, patience — that is, by the teachers.

Teachers can and will save countless young lives by reason of Kerb Drill.

KERB DRILL

1 At the kerb HALT
2 EYES RIGHT
3 EYES LEFT
4 EYES RIGHT AGAIN, then if the road is clear
5 QUICK MARCH

Don't rush—
cross in an orderly manner

SCHOOL NEEDLEWORK CONTRACTORS
(ALSO HANDCRAFT MATERIALS)
Enquiries invited from Education Authorities and others interested
GREENWOODS',
Dept. F, 13 Victoria Street, Huddersfield

(The World War, 1939-1945)
Memorial Tablets, Rolls of Honour, Stained Glass and Commemorative Gifts
for Colleges, School Chapels, etc.

Send words of proposed Inscription for Artist Design and Estimate. Illustrated Booklet 6d. Book of Inscriptions 8d.
ARTIST CRAFTSMEN G. MAILE & SON, LTD. 367 Euston Road, LONDON, N.W. 1 Founded 1785

Digitized by Google

who will have to undertake instructional duties if the number of apprentices required by the industry are to be effectively trained. A high degree of manual skill in an instructor is often wasted to a large extent by an absence of skill in the art of transmitting the technique to a beginner. To such, this book will prove a mine of information. It should be read by all concerned — administrators, organizers, and teachers alike.

THE TEACHING OF PHYSICS

By J. A. LAUWERYS, Reader in Education in the University of London

BY a process of slow but steady change, the teaching of physics in our schools has been transformed during the last thirty years. The greatness of the transformation becomes clear if we compare the text-books of to-day with those current then. Such comparison is cheering when one reflects that our economic well-being depends upon an ample supply of well-trained scientific workers and that good science teaching helps to produce them.

In the first place, it is obvious that progress has been made in the art of publishing. Most elementary text-books now contain plenty of illustrative material in the form of diagrams and photographs. This is a step in the right direction, but only a first step, since, nearly always, every canon of visual education is ignored and because so many of the illustrations are trivial, irrelevant, or confusing. Again, more attention is now devoted to the pedagogical aspects of the text-books—though here again it is well to remember that, from this point of view at least, many American text-books are superior to ours.

In the second place, the focus of the teachers' attention has shifted. There are fewer formal calculations, less stress on purely mathematical aspects, and more on practical applications and on engineering, together with a more lively interest in the history of the subject. Teachers of physics have learned evidently the importance of relating their subject closely to everyday life and of treating it in a more humanistic way.

Mr. T. M. Yarwood's *School Physics*[1] is a good example. It is divided into two parts, each of which is intended to cover two years of a School Certificate course. The scheme adopted is a concentric one. In Part I, we find about 35 pages devoted to Mechanics, 60 to Hydrostatics, 70 to Heat, 60 to Light, 50 to Sound, 30 to Magnetism, and 55 to Electricity. The same sections reappear in Part II. Of course, a number of questions at once come to mind. Is it wise to adopt a subject division so early? Is this the best order in which to present these subjects? Mr. Yarwood points out that it is not necessary for teachers to adopt this particular order—he himself usually begins with heat. And, certainly, it would be easy to alter the order of treatment even within the topics included in each section.

The most pleasing aspect of the book is undoubtedly the multitude of practical applications described—water-heaters, hydrophones, sound locators, floating docks, thermostats, head-lamp masks, and so on. Much space is devoted to the study of aeroplanes, and the author often turns to aeronautics for practical applications of physical principles. He hopes, rightly, that his book "will be of use to the many young people who are interested in things around them". Here then is a good, modern, sound book which can be heartily recommended in spite of its somewhat orthodox (traditional?) framework. It should, perhaps, be added that no instructions for individual experimentation are given and that the questions, which are not very numerous, lack novelty and variety.

Dr. W. G. Davies's little book[2] on Heat, which covers School Certificate requirements, is remarkable chiefly because of the attention he devotes to the history of the subject. It should be compared with Mr. F. Jowett's book.[3] The former is Head of the Physics Department at the Royal Grammar School, Newcastle-upon-Tyne; the latter teaches at the County Technical College, Guildford. It goes without saying that both books are clear and accurate, that attention is paid to principles and laws, that everyday applications are considered. And yet, how different are the two books! Consider, for example, the treatment of the steam engine. Dr. Davies devotes 7 pages to it and finds room for Papin, Savery, Newcomen, and Watt. Mr. Jowett gives it 36 pages and describes piston-valves, uniflow engines, boilers of various types. He does not ignore history, but to him it is clearly of less importance than present-day engineering practice. Both approaches have much to be said for them, and it is perhaps along such lines that the grammar school and technical school respectively will evolve.

Mr. Spencer White's excellent *General Science Physics* is well known and has been reviewed in *The Journal*. This present book[4] is an adaptation of it, so that it now covers the requirements of School Certificate physics courses. The adaptation has been achieved by adding an appendix of some 50 pages, mainly dealing with simple mathematical formulations. And here, surely, is a striking condemnation of the general science examination of to-day. One adds 50 pages to 350 pages and thereby converts a general science course to a physics course. Obviously, this criticism is not directed at Mr. Spencer White's book—though this reviewer feels much happier about it as a straight physics text-book than he does about it as a general science text-book.

Mr. Bellamy's *Experimental Physics*[5] is a very valuable, interesting, and worth-while collection of fully-described experiments which cover the requirements of Higher School Certificate examinations. He has added to his course fifty actual H.S.C. practical physics examination questions, in the form in which they were set and with details of the apparatus supplied. The book is entirely modern in outlook and no teacher of physics can afford to miss studying it.

Of the utility of Dr. L. J. Freeman's book,[6] one feels less certain. It consists of a collection of 193 numerical questions, roughly of Intermediate or First M.B. standard, very fully and carefully answered. Without a doubt, any student working on his own or attending first-year lectures at a university or college would find it extremely helpful. But perhaps those who work with a teacher may not be in need of such detailed advice in book form.

It is difficult to tell whether any one who tried to teach himself heat, light, and sound with the help of Dr. Railston's book[7] or electricity with the aid of Mr. Wilman's[8], without having access to a laboratory and without being able to get help from a teacher, would get very far. But Dr. Railston is lecturer in physics at the Sir John Cass Technical College and Mr. Wilman is an electrical engineer—so their books are clearly written, well arranged, and entirely up to date. Mr. Wilman's is particularly interesting because he pays much attention to alternating currents and to generators and motors, things often dealt with somewhat cursorily in elementary courses.

Digitized by Google

Teachers, at any rate, one feels sure, will read both books with pleasure and profit.

[1] School Physics. By T. M. YARWOOD. Part I. (5s. Macmillan.)

[2] Heat. By Dr. W. G. DAVIES. (School Certificate Physics Course, Part I.) (3s. 6d. Blackie.)

[3] Heat and Heat-Engines for Technical Schools. By F. JOWETT. (5s. Harrap.)

[4] School Certificate Physics: being an Enlarged Edition of *General Science Physics*. By A. SPENCER WHITE. (5s. Dent.)

[5] Experimental Physics. By D. H. BELLAMY. (8s. 6d. Methuen.)

[6] Worked Examples in Physics. By Dr. L. J. FREEMAN. (6s. Hutchinson's Scientific and Technical Publications.)

[7] Teach Yourself Physics. By Dr. W. RAILSTON. (3s. net. English Universities Press.)

[8] Teach Yourself Electricity. By C. W. WILMAN. (3s. net. English Universities Press.)

SOME CHRISTMAS BOOKS

BEYOND the Clapping Mountains by C. E. Gillham (2s. 6d. net, Oxford University Press), will be welcomed by all children who know and love the Chameleon Books. This volume contains a number of folk-lore stories about the Eskimos of Alaska, charmingly illustrated by a little Eskimo girl, Chanimun. They remind one at times of Aesop's Fables, of Uncle Remus, and the Just-So Stories. Here are some of the titles: "Mr. Crow Takes a Wife", "How the Little Owl's Name was Changed", "The Mouse and the Flea", "How Mr. Crane's Eyes Became Blue", "How the Foxes became Red". Could a child wish for more delightful fare?

We are glad to have four new volumes in the popular Puffin Story Book series (9d. each, Penguin Books). *Afke's Ten*, told from the Dutch of Ninke van Hichtum by Marie K. Pidgeon, tells us about a Dutch family of ten children who lived beside one of the many canals in Holland. The story never flags in interest and is said to be as popular in Holland as *Little Women* is here. There are some good illustrations. *Jehan of the Ready Fists*, by Magdalen King-Hall, is a lively story of the Crusades. It tells of Jehan's childhood in Aquitaine and how he followed King Richard Lion Heart to the Holy Land. We read of the capture of Messina and Cyprus, where Jehan was taken prisoner, and his other adventures. No one who reads these stories can doubt that Jehan fully earned his title of "the Ready Fists". *Ferry the Fearless*, by Carola Oman, is another story of the Crusades. It tells how the six children of Baron de Knoville, like Jehan, went abroad to fight for Richard Lion Heart. A vivid story, full of incident. *Flaxen Braids*, by Annette Turngren, is a pleasant chapter from a real Swedish childhood not so many years ago. When Kristin, "little Flaxen Braids", was nine years old her father, a woodcutter, injured his hand, and the family set off in search of work, with their cow, Tacka, and with all their household goods piled on a cart. They met with various adventures, but the story ends with the family happily installed in their new home on Thanksgivings Day.

We welcome five new Puffin Picture Books (9d. each, Penguin Books). Anyone who reads *The Magic of Coal*, by Peggy M. Hart, will feel that he has learned, in the pleasantest way possible, something about one of our greatest industries. The book is admirably illustrated. *The Building of London*, by Margaret and Alexander Potter, describes the growth of the great city from the time of the Romans, through the Normans, Tudors, Stuarts, and Georges,

(Continued on page 614)

REGISTERS
and the EDUCATION ACT

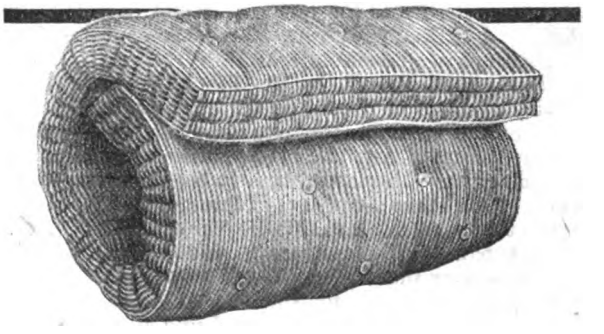
The "COUNTY" Three-Term
SUMMARY OF ATTENDANCES
is now ready
Primarily, but not exclusively prepared for use with the recently issued and approved "County" Attendance Register

The "COUNTY" PUNISHMENT BOOK
A record of Corporal Punishment that is complete in its scope.
Available shortly

The "COUNTY" ADMISSION REGISTER
Every provision for all ages in active preparation

Obtainable through usual Contractors
PHILIP & TACEY Ltd. FULHAM LONDON, S.W.6

NEW MATTRESSES



OR OLD REMADE AS NEW!

Weekly collection & re-delivery service to London, Birmingham and other centres

Half a century's reputation and experience is behind our service. For Schools, Colleges, Hospitals and Institutions only. Write to-day to:

REST ASSURED
HARLESTONE ROAD NORTHAMPTON
BEDDING CO.
Telephone: Northampton 366

Digitized by Google

right up to the present time, when there is an even greater opportunity of rebuilding London than was offered by the Great Fire of 1666. There are a number of coloured illustrations which most successfully combine instruction with humour. *Wonders of Animal Life*, by Monica Shorten and Erna Pinner, describes the way in which a number of familiar animals are equipped for the struggle of life—how they get their food and fight their enemies. There are a number of graphic illustrations, some in colour. *Woodworking for Children*, by J. Dumayne, supplies a long-felt want. It shows how children can make their own toys and simple pieces of furniture. A list of the tools required is given, with instructions about their care. The various operations are clearly described with the aid of suitable illustrations. *A Book of Swimming*, by Janet Bassett-Lowke and L. Roberts, is sure to be popular in these days when every boy or girl is (or ought to be) taught how to swim. There are some admirable illustrations of natural swimmers, followed by simple instructions for children. The various strokes in swimming are explained and illustrated. There are also lessons on treading water, floating, and diving. The book ends with a description of some water games, methods of life-saving, and an account of some swimming records.

The Valley in the Woods, by R. Noakes (7s. 6d. net, Dent), is a well-told and well-illustrated story for young readers. It describes the adventures of five children who, on holiday in the country, decide to become ' Pioneers ' cut off by hostile tribes. They become involved with a gang of thieves but, after some thrilling adventures, all ends happily.

Flame in the Snow, by Iulia de Beausobre (10s. net, Constable), is the story of a forest hermit, Serafim of Sarov, who has become one of the foremost saints in Russia. Like St. Francis of Assisi, by his gentleness he transformed men and birds and beasts, and so destroyed the evil tradition of witchcraft which had long hung over Finland and Central Russia. He was later canonized and his memory is still cherished in that land of many saints. The book contains five illustrations of unusual interest.

Merchant Venturers, by R. Finch (5s. net, University of London Press), as its title imports, is the story of the great pioneer explorers. It is always a delight to read a true tale of adventure as exciting as any imaginary story could be. It begins in the right way: " On May Day, 1553, three fine new ships rode at anchor off Ratcliffe by the Thames ". . . . " Good names, my masters ", said George Green. " What better indeed than Good Hope, Good Luck, and Good Confidence for ships in so venturesome a voyage ? " Alas ! the *Bona Confidentia* and the *Bona Esperanza* were lost with all their crews. The voyages of the Merchant Venturers from Russia to Spain in the New World are described. Here are 200 pages of stirring adventure, all based on actual fact. There are ten illustrations—one in colour.

A Tale of a Tadpole, by Cicely Englefield (3s. 6d. net, Murray), will delight every child who is lucky enough to obtain a copy. The adventures of the Tadpole, Theresa, are full of excitement and are enlivened by some quite admirable illustrations.

The Story of Buttercup Fairy, written and drawn by Cam (5s. net, John Lane The Bodley Head), like its predecessor *Barbara Lamb*, is a fascinating fairy story with a number of most entertaining full-page illustrations in colour. This will give pleasure and amusement to all properly-minded young children.

This volume (*Ludwig Beethoven and the Chiming Tower Bells*, by Opal Wheeler, 8s. 6d. net, Faber & Faber) will delight all lovers of music, and in particular lovers of Beethoven. It should solve for some the difficult question of choosing a Christmas present, at a moderate cost, which is sure to give pleasure to the recipient. The story of the master is attractively told and Miss Mary Greenwalt's illustrations are beyond praise. The volume contains in addition to the letterpress and illustrations over 50 pages of Beethoven's minuets, sonatas, rondos, and country dances.

Other Stories Jesus Heard, by Bertha C. Krall (3s. net, Religious Education Press), follows *Stories Jesus Heard*, which has already proved its popularity. The present volume contains stories of the building of the Temple, the visit of the Queen of Sheba, Elijah by the Brook, Naaman and the little maid, and many more. The stories are well and simply told and there are a number of full-page illustrations. Each story is followed by some practical hints for follow-up, entitled " Something To Do ".

Four new " Bible Background Books " (by H. W. Whanslaw, 9d. each, Religious Education Press), will be welcomed by parents and teachers of young children. Each book contains a set of new and charming outline pictures, with some coloured pictures to guide the child in painting pictures for himself. There are appropriate Bible references in each book for the use of parents and teachers. *A Sower Went Forth*, by H. W. Whanslaw, tells the story of bread from the ploughman, through the sower and the harvester, to the cook and the eater. *I Know My Sheep* describes the work of an Eastern shepherd in caring for his flocks, guarding them from their enemies, and healing them when injured. *Beasts of the Field* tells us about animals mentioned in the Bible. Among the domestic animals described are the dog, the horse, the ass, the ox, and the goat, and among wild animals the lion, the bear, the coney, the fox, and the hart. *Man Goeth to His Work* describes some of the workers mentioned in the Bible, among them the watchman, the merchant, the herdman, the water-seller, the scribe, the husbandman, and the fisherman.

All boys and girls are interested in the story of Charles Edward, the Young Pretender. Here (*Bonnie Prince Charlie*, by Henrietta Tayler, 4s. 6d. net, Nelson) we have his story graphically told from his birth in Rome to his death in the same city. We read of his childhood, his gallant fight in Scotland for the throne, his victories, and final defeat, and his thrilling escape from his enemies with the help of Flora Macdonald and other loyal friends. This is no dry-as-dust school text-book—it is history made alive.

" Once upon a time, in England, during the war, there were three children and their names were Carey, Charles, and Paul." This is the opening sentence of *The Magic Bed-Knob*, by Mary Norton (6s. net, Dent). The children were sent away from London to live with an aunt in Bedfordshire where they met a quite unusual sort of witch—broomstick and all. She gave them a magic bed-knob which, like Aladdin's lamp, had strange properties and led the children into strange adventures. A pleasant fairy tale with a number of charming illustrations by Joan Kiddell-Monroe.

Sink or Swim, by L. A. G. Strong (5s., Lutterworth Press), is a school story by a popular author. It is a cut above the average in that it deals with a genuine emotional problem. The chief character is an intelligent boy who, on the strength of his attainments, gets promotion in his school and is forced to leave his former friends behind ; the conflict between his loyalty to them and his new responsibilities is treated in an entertaining way. The main flaw in the book is the character of the Headmaster who is presented

Digitized by Google

as just a great, lovable child, liable to occasional indiscretions through his inability to distinguish any intermediate shade between black and white, whereas the truth is that he was a moron whose imbecilities would soon have exhausted the patience of his pupils, his assistants, and his Governors (if he had any).

We have dealt in previous numbers with the Laurel and Gold and the Silver Torch series (1s. 9d. and 1s. 3d. each respectively, Collins). Here are some welcome additions: *The Tales of Joe Egg*, by S. Southwold, *A Richard Jefferies Anthology*, gathered by Dr. G. P. Insh, *The Book of Wonders*, edited by J. R. Crossland, and *Canterbury Gallop*, by J. S. Lowndes, in the first series, and *Snow White and the Seven Dwarfs*, adapted from Walt Disney, *A Little Book of Wisdom*, *The Book of Fables*, retold from Aesop by Lavinia Derwent, and *Alice in Wonderland*, retold from the story by Lewis Carroll, in the second series. Needless to say, the books are admirably produced, pleasantly written, and well illustrated. The Silver Torch series are suited to younger children, and the Laurel and Gold to those who are a little older.

The remaining three books are intended for older readers. Many who have enjoyed Mr. A. L. Rowse's previous volumes, like *A Cornish Childhood* and *The English Spirit*, will welcome this collection of Cornish stories (*West-Country Stories*, 8s. 6d. net, Macmillan). Many of them, like "The Wicked Vicar of Lansillian", are as eerie as the ghost stories of William James. "The Beneficent Shoes", though a ghost story, has a more kindly flavour. Other stories, like "Pageant of Plymouth" and "The Duchy of Cornwall", are history in its most attractive form. "How Dick Stephens Fought the Bear" is an admirable example of Cornish dialect. These stories are given unity by the fact that, though the matter is so varied, there runs through all the author's love for the Duchy, its history, and its people.

All lovers of art will welcome two new volumes in the beautiful series "Discussions on Art" (*Dutch Painting*, by J. B. Manson, and *Flemish Painting*, by Professor E. Cammaerts; 8s. net each, Avalon Press and Central Institute of Art and Design). These two volumes are worthy successors to *British Painting* and *French Painting*. Each volume has an introduction which together give a fascinating account of the background and development of Dutch and Flemish painting. The names of the authors are a guarantee of quality. Each volume has 44 full-page illustrations in colour and monochrome.

Education

County Affairs

By ROGER ARMFELT. (7s. 6d. The Pilot Press.)

This story describes how a new Senior School came to be built at the village of Shapton St. George. The characters are county councillors, county education officials, managers and correspondents, teachers and head-teachers, and children. This county cannot be found on any map nor can its villages; they have every other claim to reality. Mr. Armfelt, formerly the Chief Education Officer of an important county authority, writes with a love of his theme and an expert knowledge of detail.

H.M. Inspector visits a non-provided school in a remote village. As a result of his report the Board condemns the premises. At a neighbouring school the Headmistress has difficulty in controlling the older children. By these and even more domestic considerations the local authority is led to proceed with its project for a new senior school for the area.

(*Continued on page 616*)

ARNOLD
LEEDS

Well arranged. Widely adopted. Ingeniously illustrated.

An Album of unusual interest to Teachers

Curious Character Dances

By ANITA HEYWORTH and KATHLEEN POWELL-TUCK

Adapted from a book on Dancing published 1716

This book contains Character Dances especially suitable for work in schools and for students in Training Colleges. In addition to a detailed description of each dance, together with music and diagrams, the book includes an extra copy of the music in a separate booklet in a folder at the back. Price 4/6 net

The A.L.

Physical Training Record Book (No. 135)

Arranged by G. V. SIBLEY
Director of Physical Education, Loughborough College

Specially prepared for Teachers and Students of Physical Training. It will be found invaluable for keeping a clear, concise record, and there is ample space for notes and diagrams. Price 3/- net

Copies for inspection on request

E. J. ARNOLD & SON LTD. LEEDS 10

'Milk of Magnesia' (Regd.)
Tablets

By effectively correcting acidity 'Milk of Magnesia' Tablets give prompt relief from indigestion. They are convenient to carry and may be taken as required.

Recommended by Members of the Medical Profession

'Milk of Magnesia' is the trade mark of Phillips' preparation of magnesia.

Digitized by Google

At once the familiar problems come crowding. The managers of the condemned school are indignant and must be disarmed. There is jealousy between school and school, and suspicion between one parish and another. A vicar's wife has trouble with servants. County councillors are recalcitrant; Lord Parting is a diehard; Mr. Root wants to keep the rates down; Mr. Clumpitt wants peace. Parents are hostile or doubtful and have to be coaxed, persuaded, and convinced. To the problems of each a particular and satisfactory answer has to be found by the Chairmen of the Council and of the Education Committee and of the Elementary Education Sub-Committee and their officials. The project has to be steered in a sickening and dizzy course through the Finance Committee. Finally, Shapton St. George Senior School holds its official opening, and Mr. Ruby and Mr. Antrobus read the lessons.

This book is very much more than a successful piece of propaganda for Hadow reorganization. Its 'publicity-value' is only incidental; the author claims that any moral it may have is there by chance. Certainly its central theme has a particular interest for specialists; so have *Handley Cross* and *The Warden*. *County Affairs* can stand in its own right as an absorbing and entertaining and wholly faithful picture of a certain side of rural England; the characters that populate its countryside are drawn with convincing and affectionate intimacy. The whole thing is admirably done and should appeal to many more readers than those concerned directly with education.

Training the Toddler

By PATRICIA EDGE. (5s. net. Faber & Faber.)

This is a book for parents, and of its excellence there can be no doubt. The author warns parents that "the cuddlesome little baby who has always, providing he was well fed, warm, and rested, been comparatively easy to guide and handle" passes very quickly to a sturdy, intelligent, and shrewd little man, able "to reason, to think ahead, to plan, to sum up his parents and his environment". Parents must be quick to offer reasons and explanations, and must observe a high standard of consistency in mood and temper. They must not have one standard of behaviour for themselves and another for their children, and, if a promise is made (whether of reward or of punishment), it should be kept. A good book on the care of children is beyond price. No other subject has been so dependent on word-of-mouth, and in the light of modern knowledge oral tradition is quite inadequate. C. D.

Geography

A Background of Physical Geography

By G. P. KELLAWAY. (8s. 6d. Macmillan.)

In schools in large towns it is extremely difficult to deal adequately with physical geography, for no text-book can take the place of a well-planned course of work in the field. *A Background of Physical Geography* is an excellent outline of the subject up to and beyond the stage of School Certificate. The diagrams throughout are clear and to the point, the summary of the cycle of denudation being unusually effective. With full and detailed notes compiled from this book it should be possible for external degree students to prepare privately for the Intermediate examinations. Experienced teachers may wish to amplify some of the sections, for the book is written in a highly condensed manner and deals only with the most important features required for the Higher School Certificate examinations. Nevertheless, the book provides a comprehensive foundation of a part of geography which is sometimes neglected in schools.

The Work of Men: an Introduction to Social and General Geography

By T. PICKLES. (2s. 9d. Murray.)

The Work of Men provides practice in methods which can be used in studying geography, for it consists largely of maps, diagrams, and progressive exercises, designed to serve as a practical introduction to work on the topography of the school neighbourhood, the human activities of the homeland, and important agricultural and manufacturing areas overseas. There are relatively few text-books suitable for first forms, for the pupils entering secondary schools seldom possess a common background of knowledge and are not ready for systematic methods of work. At this stage it is much more important to teach children how to study than to load their minds with the facts of regional geography. This book provides a solid foundation for the more systematic treatment of geography in second and third forms, for it is suited to the interests and needs of first-year pupils in all types of secondary school.

COLOURED LITHOGRAPHS
for SCHOOLS

A New Series by Contemporary Artists

These pictures, size 19½" × 30", are carefully selected for children of primary school age by our Art Council under the Chairmanship of Professor Herbert Read.

12 *new lithographs published a year, and issued at the rate of* 4 *per school term, starting January* 1946. *Annual subscription* £3 10s. *from*

SCHOOL PRINTS LTD
44 GORDON SQUARE, W.C. 1

CANADIAN GEOGRAPHICAL JOURNAL
Published monthly by the Canadian Geographical Society
Dedicated to the interpretation, in authentic and popular illustrated form, of geography in its widest sense; first of Canada, and then of other parts of the British Commonwealth and of the world in which Canada has special interests.
Posted to any address in the British Isles and Empire for 12s. 6d. per annum. France and Spain 16s. 6d. (elsewhere 18s. 6d.) by
W. H. SMITH & SON, LTD.
26 Strand House, Portugal Street, London, W.C. 2

Digitized by Google

Scholarships

MATRICULATION AND OTHER EXAMINATION NOTICES, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS AND BURSARIES

WESTFIELD COLLEGE
(UNIVERSITY OF LONDON)

Chairman of Council:
Rt. Hon. Viscount CALDECOTE, C.B.E.
Principal:
Mrs. J. L. STOCKS, B.Sc. (Econ.)

RESIDENTIAL College for 150 women which prepares for the Degrees of the University of London. Non-resident Students are admitted. At the Scholarship Examination—to be held in December, 1945—Scholarships from £100 to £20 will be awarded for CLASSICS, GERMAN, FRENCH, ENGLISH, HISTORY, BOTANY, BIOLOGY and MATHEMATICS.

Fees.—Residence, £100 a year. Tuition from 38 guineas a year.

For further particulars apply to:

The Registrar
WESTFIELD COLLEGE
(University of London)
HAMPSTEAD, LONDON, N.W. 3

ALDENHAM SCHOOL

ENTRANCE SCHOLARSHIPS. The following are awarded annually to boys under 15 on September 1, on the results of an examination toward the end of May:

(a) An ALFRED SMITH SCHOLARSHIP of £80 a year.
(b) Three JUNIOR PLATT SCHOLARSHIPS of £60 to £40 a year.
(c) Two or more EXHIBITIONS of about £30 a year.

INTERNAL SCHOLARSHIPS. The following are awarded annually to boys already in the School:

(a) Two SENIOR PLATT SCHOLARSHIPS of £50 a year, open to boys not less than 15 and not more than 17 on May 1.
(b) Two JUNIOR PLATT SCHOLARSHIPS of £50 to £30 a year, open to all boys in the School.

LEAVING EXHIBITIONS. About three each year, from £80 downward, tenable for three years or more at the Universities.

The School Scholarships are tenable for the duration of the holder's school career.

The School Fees are £135 a year, with a Consolidated Fee of £5 a term to cover necessary extras.

Further particulars may be had from the HEADMASTER, ALDENHAM SCHOOL, ELSTREE, HERTS.

ABBOTSHOLME SCHOOL
DERBYSHIRE
ENTRANCE AND SCHOLARSHIP TESTS

WILL be held at the School from March 29 to April 1, 1946. Two or three Scholarships only are offered this year, value between £45 to £105 per annum. Address *via* Rocester, Uttoxeter.

BOOTHAM SCHOOL, YORK
Under the management of a Committee of the Society of Friends (Quakers)

EXAMINATION in March for Scholarships of value from £20 to £100. Entries by December 31. Valuable Leaving Scholarships. Preparation for School and Higher Certificates, 1st M.B., Inter B.Sc., and University Scholarships.

Full particulars on application to the HEADMASTER.

BRYANSTON SCHOOL,
BLANDFORD, DORSET

SEVEN Scholarships, £80 to £30 (including a Music Scholarship of £40), and to boys of good character and all-round ability, two Bursaries £60 to £20 will be awarded on the result of an examination to be held on May 28, 29 and 30, 1946.

Further particulars can be obtained from the HEADMASTER'S SECRETARY.

BRIGHTON COLLEGE

AN Examination is held each June to elect several Scholarships varying in value from £65 to £30 a year.

A number of Gill Memorial Scholarships and Exhibitions are offered each June to sons of Officers or Ex-Officers in H.M. Army. The amount of emolument will depend upon the financial position of the parent and in no case will the value of a Scholarship exceed £65 for boarders and £30 for day boys, excluding compulsory extras, which amount to £12 7s. 6d. for boarders and £4 17s. 6d. for day boys.

Ten Centenary Endowment Scholarships for Boarders are offered on the result of the C.E.E. in June. Open to candidates attending Preparatory Schools which are members of the I.A.P.S.

Full particulars on application to the HEADMASTER.

CASTERTON SCHOOL,
Kirkby Lonsdale

THE Governors will offer for competition in March, 1946, one or more Entrance Scholarships and Exhibitions, maximum value £50. Candidates must be over 12 and under 14 on September 1, 1946.

A Lowood Scholarship, value £30, will also be awarded in 1946 and is open to candidates who are over 10 and under 11 on September 1, 1946, and who have spent not less than two years in a public elementary school.

Entrance forms, which must be returned by February 1, 1946, and full particulars, from the HEADMISTRESS, Casterton School, Carnforth, Lancs.

CRANBROOK SCHOOL
ENTRANCE SCHOLARSHIPS

THE Scholarship Examination will be held on May 23 and 24, 1946: last day for entries May 14. Age limit, 14½ on June 30. Six Scholarships of £75, £50 (3), and £40 (2), with two Exhibitions of £25 are offered. Total fees, with consolidated charge for extras, £96 a year.

For particulars apply to the HEADMASTER, School House, Cranbrook, Kent.

CRANLEIGH SCHOOL, SURREY

EXAMINATIONS, March 5, 6 and 7, and June 4, 5 and 6, 1946, for Open Scholarships and Exhibitions, £100–£30, Instrumental and Choral, £50–£30. One close Scholarship for son of Doctor or Dentist. One close Utterton Scholarship, £20. Age limit under 14 on March 1 and July 1 for all except Instrumental for which age limit is under 14½ same dates.

Bursaries for the sons of Clergy are available. Details from HEADMASTER'S SECRETARY.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, is held in May of each year. Age limit 14 years. Special Exhibitions each term for sons of Clergy and members of H.M. Services. Apply HUGH ELDER, M.A., Headmaster.

FELSTED SCHOOL

ENTRANCE Scholarships, 1946. Nine Scholarships, varying in amount from £100 to £40 a year, are awarded. One of them may be a closed Scholarship for R.A.F. officers' sons, who are also eligible for three special Nominations of from £30 to £10 a year, awarded on the results of the examination. Special Music Scholarships are often given and music may be offered as an ordinary subject. Candidates must be between the ages of 12½ and 14 years on the January 1 preceding the examination, which is held in March. Full particulars from the HEADMASTER, Felsted School, Essex.

GIGGLESWICK SCHOOL

SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEADMASTER, Giggleswick School, Settle, Yorks.

HARROGATE COLLEGE
at Swinton, Masham, Ripon, YORKSHIRE

ENTRANCE Scholarships, value £80 to £30, will be offered as the result of an Examination to be held at the School in March, 1946. Preliminary papers will be sent to the candidates' homes or present schools in February. Candidates should be over 12 and under 15 years of age on May 1, 1946. Closing date for entries, February 4. Full particulars may be obtained from the HEADMISTRESS.

KING'S COLLEGE, TAUNTON

MUSIC and Art Scholarships, December, 1945. General Academic Scholarships, May, 1946, ages 12–14½, £80–£30 p.a. Please apply to the HEADMASTER.

KING WILLIAM'S COLLEGE,
ISLE OF MAN

SCHOLARSHIP Examination in May. Closing day for entries, May 1. The examination may take place at candidate's School. Nine Scholarships will be offered in 1946, in value from £100 to £50 a year. Also a Music Scholarship of £40 a year and several minor scholarships not exceeding £40 a year available. For particulars apply to the PRINCIPAL, King William's College, Isle of Man.

LANCING COLLEGE SCHOLARSHIPS

ENTRANCE SCHOLARSHIPS will be offered for competition annually in March. Candidates must be over 12 and under 14 on April 1:

(a) SIX SCHOLARSHIPS at least of £100 to £50 per annum, according to merit and needs.
(b) Two MUSIC SCHOLARSHIPS, Choral or Instrumental or both, of £50 to £30 per annum.

Certain Bursaries will also be awarded on the results of these examinations, which will take place at candidates' Preparatory Schools in the first instance.

The School fees are £165 per annum

For further information apply to the HEADMASTER, Lancing College, Shoreham-by-Sea, Sussex.

THE LEYS SCHOOL
CAMBRIDGE

The School premises have been released from requisition, and the School is moving back to Cambridge from Pitlochry during the Christmas holidays.

THREE or four Open Foundation Scholarships of £100 a year, and six other Scholarships and Exhibitions of between £25 and £75 a year will be awarded in June, 1946, if suitable candidates of sufficient merit present themselves. Candidates must be under 14 on January 1, 1946. A large choice of subjects in the Final Examination is available, including Science, German, and Music. Scholarships and Exhibitions may in certain cases be increased by such an amount as the circumstances of the Scholar may require. Full particulars may be obtained from the HEADMASTER.

POSTAL TUITION

UNIVERSITY CORRESPONDENCE COLLEGE, founded 1887, with its staff of highly qualified resident tutors, prepares students for London University Matriculation, Special Entrance, and the Intermediate and Degree examinations in Arts, Science, Economics, Commerce, Engineering, Laws, Divinity, &c.; also for M.A. and various Diplomas and Certificates. The College is an Educational Trust, not conducted primarily as a profit-making concern, its main objects being the efficiency of its courses and the success of its students. Fees are extremely moderate and may be paid by instalments if desired. In the event of failure tuition is continued free of charge. More than 13,900 U.C.C. students passed London University examinations during the years 1930–1944.

Prospectus, post free, from the REGISTRAR 14 BURLINGTON HOUSE, CAMBRIDGE.

Digitized by Google

THE COLLEGE OF PRECEPTORS

(Incorporated by Royal Charter, 1849)

BLOOMSBURY SQUARE

LONDON, W.C. 1

MEMBERSHIP

Registered Teachers, and others who have passed an examination satisfactory to the Council, are eligible for membership of the College. Particulars may be obtained from the Secretary.

DIPLOMA EXAMINATIONS

The Examinations of Teachers for the Diplomas of A.C.P. and L.C.P. are held during the Winter Vacations. The Regulations may be obtained from the Secretary.

PROFESSIONAL PRELIMINARY EXAMINATIONS

Preliminary Examinations for intending medical, dental, and pharmaceutical students are held in March, June, September, and December. The Regulations may be obtained from the Secretary.

THE CENTRAL SCHOOL OF SPEECH TRAINING AND DRAMATIC ART

(Incorporated)

ROYAL ALBERT HALL, LONDON, S.W.7

Recognized as an approved course for the Diploma in Dramatic Art of London University.

President:
Right Hon. THE EARL OF LYTTON, K.G.

Principal:
GWYNNETH THURBURN

1. Course of Training for Teachers of Speech and Drama.
2. Course of Training in Speech Therapy.
3. Course of Training for the Stage.

Prospectus on application to the Registrar.

WOMEN'S EMPLOYMENT

will be of INTEREST to YOU

because . . .

- For 45 years it has helped and encouraged girls and women to decide on Careers.
- It tells you where to be trained.
- The Appointments Department finds you posts when you are trained.
- Women's Employment is the leading fortnightly publication on Careers, with articles written by women who head their profession.

HELP YOURSELF by becoming a subscriber TO-DAY.

From 11/- *per annum post free.* 5/6 *half year*

THE WOMEN'S EMPLOYMENT PUBLISHING CO., LTD., Terminal House, London, S.W.1

Bureau lic. L.C.C.

SCHOLARSHIPS—*continued*

LEIGHTON PARK SCHOOL, READING

SIX Open Scholarships value £100–£80, and additional Exhibitions of £50–£40, for general ability, Music and Art, will be awarded in March. Basic fees, 150 gns. per annum, inclusive.—For particulars, apply to THE HEADMASTER, E. B. CASTLE, M.A. (Oxon.).

MALVERN COLLEGE

(at HARROW-ON-THE-HILL)

ENTRANCE SCHOLARSHIPS, MARCH, 1946

THE following SCHOLARSHIPS will be offered for competition: Up to Four Major Scholarships of £100 per annum for Boarders, two of which may be increased to £150 if a parent's financial circumstances warrant it.

Not less than three Minor Scholarships of £50 per annum for Boarders.

Exhibitions may also be awarded.

A certain number of Bursaries will also be awarded to boys of all-round ability who do not reach Scholarship standard.

For particulars of these and certain Memorial Exhibitions, apply to the HEADMASTER, Malvern College, 5 High Street, Harrow-on-the-Hill.

THE MOUNT SCHOOL, YORK

Boarding School for girls under the management of the Society of Friends

ENTRANCE and Scholarships Examination, February, 1946. Last date of entry December 10. Applications should be made immediately to the HEADMISTRESS.

OUNDLE SCHOOL

AN Examination for Entrance Scholarships is held annually in May or June. For further particulars, apply to the HEADMASTER, Oundle School, Northampton.

QUEEN ETHELBURGA'S SCHOOL, STUDLEY ROYAL, RIPON

ONE Entrance Scholarship of £80 and two Exhibitions of £60 will be awarded in March. The Scholarship Examination will be held on March 7 and 8, 1946. Candidates must be under 14 on September 1, 1946. Last date of entry, February 9, 1946. Music Exhibitions may also be offered, and an occasional Bursary.

ROEDEAN SCHOOL, BRIGHTON

SCHOLARSHIPS and Exhibitions will be awarded on the result of an examination to be held in May, 1946, for girls under 14. The value of each award will vary from £30 to £150 a year, according to the financial circumstances of the candidate. A number of bursaries may also be given to girls who do not reach scholarship or exhibition standard. Papers will be worked at the candidate's home or school, and interviews for selected candidates will subsequently be held at Roedean.

Particulars and forms of application from the Headmistress's Secretary. Address, until December 15, Roedean School, Keswick, Cumberland; after that at Brighton. Last date of entry, March 25, 1946.

ROYAL HOLLOWAY COLLEGE

(University of London)

Principal: Miss E. C. BATHO, M.A., D.Lit.

THE LENT TERM commences on Saturday, January 12, 1946. The College prepares women students for the London Degrees in Arts and Science. Entrance Scholarships, from £40 to £80 a year, and several Exhibitions of not more than £35, tenable for three years, will be offered for competition in February, 1946. The last date for the receipt of entry forms is December 8, 1945. For further particulars apply to the Registrar, Royal Holloway College, Englefield Green, Surrey.

SEDBERGH SCHOOL

THE Examination for Ten Entrance Scholarships and Exhibitions, of the annual value of £120 to £40, will be held in June. Candidates must be under 14 years of age on June 1, 1946.

For further information, apply to the HEADMASTER, Sedbergh School, Yorkshire.

SCHOLARSHIPS—*continued*

SEVENOAKS SCHOOL, KENT

FOR particulars of House Scholarships to be awarded on the results of an Examination to be held in June, 1946, apply to the HEADMASTER.

STOWE SCHOOL

TEN Scholarships varying in value from £60 to £120 p.a. and four Bursaries of £100 p.a. are offered every Summer to boys under 14 on June 1. Examination 1946: June 3–6. Closing date May 24. Particulars from the HEADMASTER, Stowe School, Buckingham.

WORKSOP COLLEGE, NOTTS.

AN Examination is held in May or June. Generally two Scholarships are offered of £60 each, two of £40, and two of £30. Candidates must be under 14 years of age. Full particulars and entry forms can be obtained from the HEADMASTER, Worksop College, Notts.

PHYSICAL TRAINING

BEDFORD PHYSICAL TRAINING COLLEGE

Principal: Miss C. M. READ

Vice-Principals:
Miss D. M. WILKIE Miss M. V. LACE

The object of the College is to train students to become Teachers of the various branches of Physical Education.

The Course of Training extends over three years, and includes the Theory and Practice of Educational Gymnastics, Remedial Gymnastics, and Dancing; the study of Anatomy, Physiology and Health Education: the Theory and Practice of Games, including Hockey, Lacrosse, Netball, Cricket and Tennis, and also Swimming.

Students are prepared for the Examination for the University of London Diploma in the Theory and Practice of Physical Education.

An educational centre like Bedford affords special facilities for practice in Teaching, and for professional coaching in Games and Swimming.

Fees: £186 per annum.

Two Scholarships of £50 and two of £25 are awarded annually. Application should be made before December 1.

For particulars, apply SECRETARY, 37 Lansdowne Road, Bedford.

LIVERPOOL PHYSICAL TRAINING COLLEGE

BARKHILL ROAD, AIGBURTH, LIVERPOOL 17

Principal: Miss M. T. CRABBE

The course of training extends over three years and is open to girls of 18 years of age who have obtained a School Certificate or its equivalent. Students are prepared for the Diploma in Physical Education of London University.

There are eighteen acres of grounds and playing fields, an open-air swimming bath, gymnasia, massage room and laboratory.

Fees, £165 per annum. Two scholarships are offered annually. Prospectus and further particulars from the Secretary.

NONINGTON COLLEGE OF PHYSICAL EDUCATION

NONINGTON, Near DOVER, KENT

THE Three-Year Diploma Course prepares students for the Diploma in Physical Education of London University. Fees, £180 per annum.

There are six Scholarships of £12 per annum and one Scholarship of £40 per annum for three years.

Illustrated prospectus with full particulars, also details of Scholarships, &c., are obtainable from the SECRETARY, Nonington College, at the above address.

Digitized by Google

POSTS VACANT

KING'S SCHOOL, BRUTON

(Founded A.D. 1519, and containing 220 Boys)

THE Governors intend shortly to elect a HEADMASTER in succession to Mr. R. C. Martin, who has been appointed British Council Representative in Switzerland. The duties will begin in April, 1946.

Full particulars may be obtained from the Clerk to the Governors of King's School, Bruton, Somerset.

Applications from intending Candidates should reach the Clerk not later than December 15, 1945.

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE

(UNIVERSITY OF LONDON)

Campden Hill Road, London, W.8

THE College Council invites applications for the appointment of PRINCIPAL, to take office in October, 1946.

Further particulars may be obtained from the SECRETARY, King's College of Household and Social Science, c/o University College, Leicester. Completed applications should be received on or before January 1, 1946.

WELL-KNOWN firm of Educational Publishers require the services of an experienced Schoolmaster as Educational Editor. Candidates should possess a specialist knowledge of one or more of the main divisions of education (Primary, Secondary or Technical), with a general knowledge of the other divisions. Reply BOX No. 6229. WM. PORTEOUS & CO., GLASGOW.

HALLS OF RESIDENCE

UNIVERSITY COLLEGE OF SWANSEA

(A constituent College of the University of Wales)

Beck Hall of Residence for Women Students

Warden: Miss M. K. WILKINSON, M.A.

Fee, 57 guineas per Session of 31 weeks.

College tuition fees, Arts £20 and Science £25 per Session. Prospectuses of the College and Beck Hall may be obtained from the REGISTRAR, University College, Singleton Park, Swansea.

THE BEDFORD FROEBEL TRAINING COLLEGE FOR TEACHERS

14 The Crescent, Bedford

TRAINING COLLEGE FOR TEACHERS AND SCHOOLS

Recognised by the Ministry of Education

Principal: Miss MARGARET SPENCE

Students are prepared for the Examinations of the National Froebel Foundation.

Practice in Primary and Secondary Schools. Course of Training, three years. Fees with Residence, £124 to £130. Fees without Residence, £45 per annum.

For further information respecting Courses, Bursaries, and Residence, apply to the SECRETARY.

THE INCORPORATED

FROEBEL EDUCATIONAL INSTITUTE

TRAINING COLLEGE FOR TEACHERS, GROVE HOUSE, ROEHAMPTON LANE, S.W. 15

CHAIRMAN: L. G. MONTEFIORE, O.B.E., M.A.

PRINCIPAL: Miss R. M. JEBB, M.A.

Students are prepared for the Examinations of the National Froebel Foundation.

Prospectus and all particulars as to Scholarships, Bursaries, and Grants from the Ministry of Education, may be obtained from the REGISTRAR.

Ruby Ginner and Irene Mawer

announce that

The GINNER MAWER SCHOOL OF DANCE AND DRAMA, evacuated to Cornwall, has acquired a property at Marhamchurch, near Bude, Cornwall, where in the Summer Term, 1946, they will open as

THE FORGE THEATRE and GINNER MAWER TRAINING COLLEGE

The premises will include a fully equipped Theatre and Studios.

Men and Women Students will be accepted for Training for the Stage and Teaching Professions.

The curriculum will continue until March, 1946, at Boscastle, Cornwall, where all communications should for the present be addressed.

CATHOLIC TRAINING COLLEGE,

11 Cavendish Square, London, W.1

POSTGRADUATE Training College for Women, conducted by the Sisters of the Holy Child Jesus, and recognized by the Ministry of Education and the Cambridge University Education Syndicate.

ONE-YEAR POSTGRADUATE COURSE in preparation for the Cambridge University Certificate in Education.

FOUR-YEAR COURSE for Undergraduates in preparation for the London Degree and the Postgraduate Training Course.

The ONE-YEAR GRANT OF THE MINISTRY OF EDUCATION is available for Graduates, and a limited number of College Bursaries for Four-year Students.

For particulars apply to the Principal.

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE

(UNIVERSITY OF LONDON)

c/o University College, Leicester

DEGREE Course in Household and Social Science; Postgraduate Diploma Course in Dietetics; Sister Tutors' Course; Courses in Institutional and Household Management.

For further information, apply to the SECRETARY, King's College of Household and Social Science, at the above address.

REST ASSURED BEDDING COMPANY can supply new mattresses, or remake your existing mattresses as new. Weekly collection and re-delivery service to London, Birmingham and other centres. Half a century's reputation and experience is behind our service. Write to-day to REST ASSURED BEDDING CO., Harlestone Road, Northampton. Phone: Northampton 86.

COACHING

WOLSEY HALL, OXFORD (founded in 1894), prepares candidates by correspondence for all exams. leading to London University Degrees: Teaching Diplomas of Oxford, Cambridge, London, and other Universities; A.C.P., L.C.P.; Non-examination Courses on the History and Practice of Education, and other subjects. Students prepared for Matriculation, Leaving Exams., Locals, Professional Prelims, &c. Tutorial Staff of 60 Graduate Teachers. Free Prospectus from C. D. PARKER, M.A., LL.D., Director of Studies, Dept. E., WOLSEY HALL, OXFORD.

OXFORD

OXENFORD HALL. — Old-established Private Hotel, near the Martyrs' Memorial and central for Colleges. Moderate residential, daily, or bed and breakfast terms. Hot and cold water in bedrooms. Telephone 2748.

The Journal of Education

The January, 1946, number will include:

UNESCO, by **C. H. Dobinson**, Reader in Education in the University of Oxford.

EDUCATIONAL ATTITUDES, TEACHING METHODS, AND MATERIAL CULTURES, by **A. Pinsent**, Senior Lecturer, Department of Education, University College of Wales, Aberystwyth.

A SUMMER SCHOOL FOR WORKERS, by **R. M. Carey**.

COMMON ERRORS IN ENGLISH, by **F. W. Thelwall, M.A., and E. H. Blakeney, M.A.**

PHYSICAL EDUCATION AND MODERN DANCE, by **Diana Jordan**, Modern Dance Specialist, County Education Committee, Worcestershire.

THE JOURNAL OF EDUCATION

All communications for the Editor and books for review should be sent to Amen House, Warwick Square, London, E.C. 4. Tel. City 7701.

Inquiries regarding advertisements should be sent to the Advertisement Manager, Amen House, Warwick Square, London, E.C. 4. Tel. City 7701.

Orders for copies and other business correspondence should be sent to the Business Manager, 40 Walton Crescent, Oxford. Tel. Oxford 47947.

If you have difficulty in obtaining copies of *The Journal of Education* please write to the Business Manager at 40 Walton Cres., Oxford.

Journal of Education

SCALE OF CHARGES FOR DISPLAYED ADVERTISEMENTS

	£	s.	d.
Whole page	8	10	0
Half-page (1 column)	4	10	0
Quarter-page	2	10	0
Eighth-page	1	7	6
Per inch in wide column	0	13	6

SERIES DISCOUNTS FOR BOOK PUBLISHERS

For six insertions per annum 5%

For eleven insertions per annum 10%

For bookings of 18 pages per annum 20%

Insertions of less than six per annum will be charged NET

ADVERTISEMENT DEPARTMENT
AMEN HOUSE, WARWICK SQUARE
LONDON, E.C. 4

Telephone: City 7701

Digitized by Google

Consult the G.E.C.

on

LIGHTING FOR SCHOOLS

Good Lighting is essential in schools of every kind.

The various examples of G.E.C. School Lighting, which have attracted keen interest from educational authorities, are based on long experience and constant effort in the development of better lighting.

Such installations show the advantages of carefully planning the lighting to suit the particular needs of each situation.

Consult the G.E.C. The company's lighting specialists are always at your service.

An ideal lighting combination

G.E.C.
FITTINGS
and
Osram LAMPS

Advertisement of The General Electric Co. Ltd., Head Office, Magnet House, Kingsway, London W.C.2.

Printed in Great Britain by The Chiswick Press, St. Albans; and published by The Oxford University Press, Amen House, Warwick Square, London, E.C. 4.

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

UNIVERSITY OF ILLINOIS-URBANA
3 0112 104363863

Digitized by Google